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ABSTRACT

This curriculum guide for junior and senior high school courses is divided into two sections. The first section, on seventh to tenth grade English, discusses such topics as grammar, sentence patterns, linguistics, proofreading, spelling, limericks, haiku, vocabulary, interpretation skills, word perception skills, ballads, newspapers, speech, composition, short stories, narrative poetry, plays, mythology, outlining, essays, medieval tales, nonfiction, allegory, drama, research papers, paraphrasing, lyric poetry, sonnets, and propaganda literature. Three types of elective courses are described for grades eleven and twelve: literature, composition, and communication skills. These courses discuss such topics as the novel, American literature, English literature, individual reading, mass media, and speech. (TS)

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ED103846

COURSE OF STUDY FOR

ALBERT CITY-TRUESDALE JUNIOR-SENIOR HIGH SCHOOL
Albert City, Iowa
ENGLISH DEPARTMENT

Although there are specific emphasis areas for every class, each grade (7-12) includes a well integrated program:

1. Basic English grammar and correct usage

2. Spelling and vocabulary

3. Literature of a worthwhile, thought-provoking nature

4. Composition - regular assignments, AT LEAST once a week throughout the ENTIRE school year

5. Communications skills (speech, oral reports, etc.)

6. Outside reading - at least one worthwhile book each quarter

   Naturally the level of material read will differ because of the varying abilities of the students. Books from the English department recommended book list should be chosen unless the teacher specifically approves another book.

7. Inter-department cooperative grading. Each nine-week period, every English teacher will give all of his students at least one English grade on a non-English class paper. For example, working with the history department, the English teacher will correct a history essay test or term paper and give an English grade on mechanics, correct usage, sentence construction, organization, and spelling. The purpose of this is to help make English more meaningful in all areas of study, not just English class.

CS 201 883

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SEQUENTIAL STRAND PROGRAM FOR

ALBERT CITY-TRUESDALE JUNIOR-SENIOR HIGH SCHOOL ENGLISH DEPT.

One of the legitimate complaints about the teaching of English is that there is too much repetition of the same material over and over again year after year. A check of the indexes of most English text book series verifies this. Many of the same topics are re-hashed each year. The main fallacy in this is that usually there are only a couple chapters, sometimes just a few pages, devoted to each subject. Therefore, at the end of the year the average student has only half-learned the specific skills involved. The next year the same skills are re-emphasized and reviewed, but again, at best only one or two chapters will be devoted to that topic.

In our sequential strand program this is changed. We certainly recognize the necessity of a review of previously learned skills; the sequential program will naturally include this. There will be reviews throughout the year. However, each year <u>new</u> elements will be introduced and <u>covered thoroughly</u>. The result will be, at the end of the year, that instead of the students having half-learned many skills, most students will more thoroughly understand a smaller number of essential skills, thus lessening the chance of forgetting.

This type of program will benefit the teacher as well as the student. He will have a guide to remind him that he is responsible for specific areas. Students often use the excuse, "But we never had that." The sequential program, properly followed, will eliminate much of this. Each teacher will be more certain as to whether or not the student has covered a certain emphasis area.

It will also provide more definite goals for us as individual teachers. Knowing that specific skills are our responsibility, we will spend ample time on each, in a conscientious effort to make <u>certain</u> that it is adequately learned. This will eliminate the careless, "Oh well, if he doesn't get it this year, he'll get it next year."

This plan is flexible and open-ended. Adaptations can be made in a variety of ways. Teachers can cooperatively develop units that will meet the needs of particular students, or they can develop units independently.

With semester electives for eleventh and twelfth grades, more variety of courses can be offered. Grouping no longer becomes a major problem; students group themselves according to needs and interests.

Teachers must plan and work together, however, if this type English program is to be successful. Emphasis areas <u>must</u> be heeded! <u>Emphasis</u> does not mean that a certain area is completely ignored at all levels other than the one at which it is emphasized. However, each teacher must assume full responsibility for teaching well that portion of the

program which is allocated to him. Then that learning can be reinforced through application in other courses, but emphasis teaching on it need not be repeated.

Teachers of English classes for grades 7-10 are reminded that the majority of the class time MUST be spent on basic composition and grammar, not on literature. The basic grammar texts are to be thoroughly covered so that students will have an adequate background for the semester elective program offered to the upper classmen.

The success of this program depends upon the teachers! It will be an effective English curriculum if all the teachers involved strive to make it successful.

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This curriculum represents the cooperative efforts of many teachers. Different courses of study were carefully examined before we wrote and revised this one for use in the AC-T Junior-Senior High English Department. We have attempted to develop a well organized yet flexible outline which, when carefully followed, will benefit both teachers and students.

A word of appreciation is extended to teachers from other school systems who offered us assistance:

Georgia Burge, former State English Consultant, English Language Arts Strand Curriculum.
Carol Colburn, English department chairman, Spencer High School, Spencer
Ambrose Moses, English department chairman, Hoover High School, Des Moines
Margaret Robinson, English department chairman, Roosevelt High School, Des Moines

Pauline Larsen
Chairman, AC-T English Dept.

STANDARDIZED TESTING PROGRAM

At the beginning of EACH SEMESTER, all English students grades 7-12 will be given a battery of standardized tests. The purpose of these tests is to give the teachers some definite indication of the students' mastery (or lack of mastery) of the basic aspects of correct and effective English. These elements include usage, spelling, diction, capitalization, punctuation, vocabulary and literary interpretation.

The tests used will vary. Many valid tests are available. The same test will not be used repeatedly. Tests to be used are:

Minnesota High School Achievement Examinations, Language Arts, available from American Guidance Service.

Metropolitan High School Language Tests, available from Harcourt Brace Jovanovich.

Cooperative English Tests: English Expression, available from Educational Testing Service

Purdue High School English Test, available from Houghton Mifflin

AC-T JUNIOR-SENIOR HIGH ENGLISH COURSES

Seventh Grade English

- Emphasis on basic grammar
  - Basic sentence patterns
  - Form classes
  - Linguistic studies
  - Proofreading
- Fundamentals of the library
- Individualized spelling
- Composition skills
  - Developing and expanding sentences
  - Developing a one-paragraph composition
  - Limericks
  - Haiku
  - Cinquain
- Literature
  - Vocabulary development
  - Interpretation skills
  - Word perception skills
  - Biography and autobiography
  - Ballads

Eighth Grade English

- Emphasis on basic grammar
- Proofreading
- History of our English language
- Study of the newspaper
- Introductory speech unit
- Individualized spelling
- Fundamentals of discussion
- Development of two-three paragraph composition
- Literature
  - Vocabulary development
  - Interpretation skills
  - Word perception skills
  - Short stories
  - Narrative poetry
  - One-act plays
  - Mythology

Ninth Grade English

- Emphasis on basic grammar
- Individualized spelling
- Outlining
- Writing paragraphs
- Literature emphasis areas:

Essays
Medieval tales and legends
Non-fiction
Parable and allegory
Dramatic poetry

Tenth Grade English

Emphasis on basic grammar
Individualized spelling
Intensive review of paragraphs
Precis writing
Fundamentals of research paper
Paraphrasing
Literature emphasis areas:
Informational essay
Drama
Lyric poetry, sonnet
Propaganda literature

Junior and Senior English Courses

Junior and senior English courses are semester electives, divided into three groupings: literature, composition, and communication skills. Each student during his last four semesters is encouraged to select at least one from each of the three groups and is required to select at least two which must be from different groups.

Literature Courses

The Novel (Course intended for average and above students)

This course is designed for students who are willing to spend out-of-class time reading various novels so that much of the class time can be spent discussing and evaluating. Novels to be read will be primarily classics that are found on most reading lists for college bound students. Emphasis will be upon literary interpretations. College prep students should carefully consider choosing this course. Paperbacks will be purchased by the individual students in the class.

American Literature (Course intended for anyone)

This course is designed to arouse interest in American literature and look at the varied writings of American authors from different periods in our history. The objectives will include familiarizing the students with the great names and certain of their works in American literature.

English Literature (Course intended for average or above)

English Literature is a one-semester course intended to introduce students to the works of outstanding figures in British Literature. The objectives will include familiarizing the students with the great names and certain of their works in British Literature. The orientation of the student will be toward understanding of universal characteristics of masterpieces, rather than even attempting to master a survey of all well-known writers and writings. The college preparatory student should recognize that this course, combined with a one-semester composition course, should serve him well as - or possibly better than - the traditional one year survey course.

Short Story (Course intended for average or above)

The short story will be studied thoroughly as a literary form in this class. The elements of conflict, characterization, plot, point of view, foreshadowing, setting, mood, theme, and symbolism will be taught. A basic text will be used and individual students will be expected to purchase the paperback, 75 Masterpieces by Goodman (Bantam Books @ 75¢). As well as studying various stories, students will develop original short stories. Those who have reading difficulties are discouraged from taking this elective.

Individualized Reading (Course intended for low - check ITED scores, test 7)

This course is designed to discover and work on individual problems of reading which may be hindering the students' progress. Newspapers and textbooks from other classes, as well as materials from the developmental reading lab, will all be utilized in this class. Emphasis will be upon basic reading skills rather than upon literary interpretations. Class membership will be limited to 15 students.

Composition Courses

Basic Grammar and Composition (Course intended for low or average - check ITED scores, test 3)

This course is designed to discover and work on fundamental problems of grammar and usage which may hinder the student from expressing himself clearly, distinctly, and correctly according to modern usage. The course will cover mechanics, punctuation, sentence structure, spelling, vocabulary, word usage, paragraph structure, proofreading and continuity in sentences and paragraphs. Students will be taught how to vary and improve sentence and paragraph structure, how to organize and write unified short papers, to improve answers to essay questions and to use documentary techniques. Students who find it difficult to express themselves using the fundamentals of writing and grammar should consider selecting this course. Class membership will be limited in size to 15 students.

Writers' Workshop (Course intended for average or above)

In the writers' workshop students will write, write, write! The course is intended to offer students the opportunity to practice and improve their writing according to individual needs. Instruction will be given on techniques for academic and practical writing with consideration given to research techniques. There will be opportunity for creative writing. Students who find it difficult to express themselves using the fundamentals of writing and grammar are discouraged from taking this elective. Class membership will be limited to 20 students.

Communication Skills Courses

Speech I (Introductory Speech) (Course intended for anyone)

Speech I is a pre-requisite for Speech II. This is an elective for juniors and seniors in public speaking. The course includes the organization and presentation of speeches to inform, stimulate, convince, persuade, and entertain, special types of speeches for specific occasions, the study of speech content and composition, and practice in extemporaneous and impromptu delivery.

Speech II (Course intended for anyone who has successfully completed Speech I)

Pre-requisite for Speech II is Speech I. Speech II is an elective course for juniors and seniors in voice improvement, oral interpretation and phonetics. The emphasis of this course is more on the interpretive or re-creative aspects of speech through the use of radio and television speaking, oral reading of prose and poetry, presentation of declamatory and other formal kinds of speech. A study of the vocal mechanism and exercises in vocal improvement are included.

Mass Media (Course intended for anyone who does not have serious reading difficulty)

This is a one-semester elective course for juniors or seniors. Attention will be given to the major forms of mass or group communication -- newspapers, magazines, books, radio, TV, and movies. Students will be expected to learn something of the mechanics and the technical limitations of these media and will investigate patterns of ownership and legal control, how news is covered and reported, and also interpreted and analyzed; the media will be studied as vehicles of mass culture in the areas of drama, literature and music, and the current offerings in these areas will be studied and evaluated. Students will read, hear, and view various media forms. Student activities will include oral and written reports, field trips, panel discussions, writing and producing mass media presentations, and quizzes and examinations. Everyone who enrolls in mass media will be expected to have access to his own copy of a daily newspaper and various magazines. Class membership will be limited to 20 students.

AC-T ENGLISH DEPARTMENT RESOURCE CENTER

ROOM 205

EQUIPMENT (Junior and Senior High School equipment combined)

1. 1 record player serial #477588 Newcomb

2. 1 tape recorder (serial #24836 Sony)

3. 1 filmstrip projector serial #3166415

4. 2 overhead projectors serial #020359N and #058749M (with rolling carts)

5. 1 opaque projector serial #U3339

6. Printed originals (to make transparencies for overhead)

   Set for composition (English #19-22)
   Set for English (English #1-22)

7. Listening Center (Console with 15 headsets)

RECORDS

1. Vocabulary Development Program, Vol. 1, by Scott, Foresman (9th grade level)

2. An Encyclopedia of Sound, Vol. 1, Vol. 2, Vol. 3 (sound effects)

3. Spoken English, 2 volumes (Designed to accompany Guide to Modern English, 9 & 10, but good anywhere for dialect, pronunciation, semantics, etc.)

4. Speech in Action sample speeches to accompany Speech in Action texts

5. 1 record of sound effects for Wilder's Our Town

6. 1 Major Mood Music recordings

7. 4 78 rpm Major Records of various sound effects

8. America Listens to Literature series

   Vol. 1 to accompany Scott, Foresman's Wide, Wide World

   Vol. 2 Scott, Foresman's All Around America

   Vol. 3 Scott, Foresman's Good Times Through Lit.

9. Prose and Poetry Enrichment records by L. W. Singer Co.
   (2 records in each volume)

   Vol. 1.to accompany Prose and Poetry Journeys (Grade 7)

   Vol. 2 to accompany Prose and Poetry Adventures (Grade 8)

   Vol. 3 to accompany Prose & Poetry for Enjoyment (Grade 9)

   Vol. 5 to accompany Prose & Poetry of America (Grade 11)

   Vol. 6 to accompany Prose & Poetry of England (Grade 12)

10. Prelude to Canterbury Tales
    (in both Middle and Modern English with accompanying filmstrip)

11. Early English Poetry read in Old and Middle English

12. American Poetry to 1900
    (1 record volume)

13. Shakespeare records

    Julius Caesar (2 records read by Orson Welles, Everett Sloane, J. Arthur Kennedy)

    Julius Caesar (Spoken Arts record)

    As You Like It (Spoken Arts record)

    Merchant of Venice (Spoken Arts record)

    Romeo and Juliet (Spoken Arts record)

    Henry V (Spoken Arts record)

    King Lear (Spoken Arts record)

    Macbeth (Living Shakespeare series)

    Hamlet (Living Shakespeare series)

    Shakespeare's Sonnets and Elizabethan Lyrics

14. The Poetry of Carl Sandburg read by the author

15. Mark Twain Tonight read by Hal Holbrook

16. Death of A Salesman (2 records of script by Miller)

FILMSTRIPS

1. Your Dictionary and How to Use It (McGraw-Hill)

   The Vowel 1F
   You Can Find Words Easily 1A
   Making Alphabetizing Work for You 1B
   First You Find It; Then Define It 1C
   Who's Mispronouncing? 1D
   Words and Their Ways 1E

2. Library Tool Series (McGraw-Hill)

   One-volume Encyclopedias 3A
   Gazeteers and Atlases 3B
   Reader's Guide 3C
   Almanacs and Yearbooks 3D
   Books for Biography 3E

3. Understanding Poetry (McGraw-Hill)

   Figures of Speech 4A
   Sound Effects in Poetry 4B
   Rhythm in Poetry 4C
   Getting Meaning From Poetry 4D
   Stanza Forms and Forms of Verse 4E
   How to Write A Poem 4F

4. Word Study (McGraw-Hill)

   Keys to Word Meaning 1G
   Snyonyms, Antonyms, Homonyms, Heteronyms 1H
   Unusual Word Origins 1I
   Words Derived from Other Languages 2A
   Words Derived from Latin and Greek 2B
   Word Meanings Change 2C

5. Words: Their Origin, Use and Spelling (Educational Filmstrips)

   Increase Your Study of Words 2I
   Words Then and Now 2D
   Roots and Shoots 2E
   Words and Your Work 2G
   Times and People Change Words 2F
   The Right Word in The Right Place 2H

6. American Poets (Educational filmstrips)

Emily Dickinson 5A
Walt Whitman 5B
William Cullen Bryant 5C
Edgar Allan Poe 5D
Sidney Lanier 5E
James Russell Lowell 5F

7. American Legendary Heroes (Educational filmstrips)

Paul Bunyan 6A
Uncle Remus 6B
Rip Van Winkle 6C
Hiawatha 6D
Ichabod Crane 6E
Pecos Bill 6F

8. Shakespeare's Theatre (Educational filmstrips)

Prologue to the Globe Theatre 9F
The Playhouse Comes to London 9I
A Day at the Globe Theatre 9H
The Globe Theatre: Its Design and Construction 9G
Romeo and Juliet

9. Famous American Stories (Educational filmstrips)

Evangeline (Longfellow) 7A
Luck of Roaring Camp (Harte) 7B
Gold Bug (Poe) 7C
Man Without a Country (Hale) 7D
The Great Stone Face (Hawthorne) 7E
Tom Sawyer Whitewashes the Fence (Twain) 7F

10. American Folk Heroes (Educational filmstrips)

Davy Crockett 8A
Kit Carson 8B
Sam Houston 8C
Johnny Appleseed 8D
Wild Bill Hickock 8E
Buffalo Bill 8F
Mike Fink 8G
Miles Standish 8H

11. Stories from Shakespeare (Educational filmstrips)

Romeo and Juliet 10G
Macbeth 10E
Midsummer Night's Dream 10F
Henry V 10C
As You Like It 10A
Hamlet 10B
Julius Caesar 10D

12. Great Expectations (Dickens) 9A

13. Tale of Two Cities (Dickens) 9B

14. Look It Up (Using the Encyclopedia) 3F

FILMSTRIP-RECORD UNITS

History of American Literature (6 filmstrips, 3 records)
- The Colonial Period
- Revolutionary Period
- Romantic Period
- Transcendentalism
- Rise of Realism
- The Modern Period

History of English Literature (8 filmstrips, 8 cassettes)
- Early English Literature
- English Drama
- Seventeenth & Eighteenth Centuries
- English Novel
- Romantic Era
- Victorian Literature
- Late Victorians to World War I
- World War I to World War II

ALBERT CITY-TRUESDALE JUNIOR-SENIOR
HIGH ENGLISH TEXTBOOKS

Course	TEXT	AUTHOR	PUBLISHER
7th Grammar	Our Language Today 7	Conlin, Herman & Martin	American Book Co.
8th Grammar	Our Language Today 8	Conlin, Herman & Martin	American Book Co.
Junior High Literature Texts	Dimensions	Robinson, Monroe Artley, etc.	Scott, Foresman & Co.
(To be shared by Junior High English teachers)	Wide, Wide World in Literature	Pooley, Grommon, Daniel	Scott, Foresman & Co.
	Challenges	Robinson, Monroe, Artley, etc.	Scott, Foresman & Co.
	The Magic & The Sword (Greek Myths)	Cox	Harper & Row
	Greek Myths	Coolidge	Houghton-Mifflin
9th Grammar	Modern Grammar and Composition	Conlin & Herman	American Book Co.
10th Grammar	Modern Grammar and Composition 2	Conlin & Herman	American Book Co.
9th & 10th English Literature	Vanguard	Pooley, Lowers Magdanz, Niles	Scott, Foresman & Co.
(To be shared by ninth and tenth grade English teachers)	Outlocks Through Literature	Pooley, Stuart White & Cline	Scott, Foresman & Co.
	Exploring Life Through Literature	Pooley	Scott, Foresman & Co.
	Perspectives	Pooley, Grommon etc.	Scott, Foresman & Co.
	Accents	Pooley, Grommon etc.	Scott, Foresman & Co.

COURSE	TEXT	AUTHOR	PUBLISHER
Writers' Workshop	Writing: Unit Lessons in Composition	Brown, Bleckhahn, Cossitt	Scott, Foresman & Co.
	Magazine - Typog		Scott, Foresman & Co.
Writing	Journals 2, 3	Flood, Welch	Harcourt, Brace, Jovanovich
Individualized Reading	Optimum Reading Achievement Books I and II	Powers	Psychotechnics Press
	Tactics in Reading I	Niles, Bracken etc.	Scott, Foresman & Co.
	Tactics in Reading II	Niles, Bracken etc.	Scott, Foresman & Co.
	Steps to Better Reading I	Schramm, Potell & Spache	Harcourt, Brace & World
Scholastic	Scope Magazine		Scholastic Magazine
	Supplementary materials from Developmental Reading Lab		
English Literature	England in Literature	Pooley, Anderson, Farmer, Thornton	Scott, Foresman & Co.
Basic Grammar & Composition	Resources for Modern Grammar & Composition	Conlin & Herman	American Book Co.
Speech I	The New American Speech	Hedde, Briggins, & Powell	Lippincott
	Basic Speech Experiences	Carlile	Clark Publishing Co.,Pocatello, Ida.
Speech II	(Basic texts used as a guide but not as textbook used regularly)		
Short Story	A Book of Short Stories II	Lodge & Laubacher	Harcourt, Brace & World
	Paperback to be purchased by students: 75 Masterpieces @ 75¢	Goodman	Bantam Books, Inc. 271 Madison Ave.

COURSE	TEXT	AUTHOR	PUBLISHER
American Literature	United States in Literature	Blair, Farmer, Hornberger & Wasson	Scott, Foresman & Co.
Mass Media	Des Moines Register and various magazines		
	Exploring Television	William Kuhns	Loyola University Press, Chicago
	How To Read Your Newspaper	Smith, Michalak	Harcourt, Brace, Jovanovich

SEVENTH GRADE ENGLISH
(Grammar and Composition)

I. Objectives of Course

A. To teach the structure of the English language
B. To encourage mature study habits and note-taking
C. To strengthen spelling skills
D. To teach a sense of form and correct mechanics in written composition
E. To train students in effective public speaking
F. To teach that English is a changing language
G. To train students in use of reference materials
H. To train the student in linguistics
I. To train students to recognize and correct errors in written composition

II. Materials Used

A. Language text, Our Language Today 7; David A. Conlin, et al.; American Book Co., 1966.
B. Supplemental text (traditional grammar), English for Meaning 7; Paul McKee, etal.; Houghton Mifflin Company - 1962.
C. Workbook (teacher only), Our Language Today 7; Raymond Clifford; American Book Co., 1967.
D. Supplemental booklet, The Story of Our Language; JoAnn McCormack; Merrill Publishing Co., 1967.
E. Grammar transparency sets from 3M.
F. Overhead Projector, record player, tape recorder, film strips.

III. Units of Study

A. Exploring the Library
   1. Objectives
      a. To introduce students to arrangement of high school library.
      b. To acquaint students with common library tools and reference materials.
   2. Content
      a. Examination of encyclopedias suited for junior high students
      b. Almanacs
      c. Biographical dictionaries
      d. Language dictionaries by level of difficulty
      e. Card catalog
      f. Reader's Guide to Periodical Literature
      g. Newspaper sections
      h. Dictionary study
         1. Lexicographer's job
         2. Parts of the entry
         3. Special sections
      i. Dewey Decimal System

B. Composition (To be done primarily during class time)
   1. Objectives
      a. To acquaint students with the kinds of writing
         1. Narrative
         2. Expository
         3. Argumentative
         4. Descriptive
      b. To teach the skills involved in a one-paragraph up to two or three-paragraph compositions
   2. Content
      a. Topic outline (Emphasize the outline as logical categories, not just numbers and letters.)
         1. Main division, sub-topics
         2. Order
            a. Chronological
            b. Order of increasing importance
            c. General to the specific
            d. Contrast
            e. Comparison
      b. Different kinds of paragraphs
         1. Narrative
         2. Expository
         3. Descriptive
         4. Persuasive
      c. The topic sentence and summary statement
         1. Definition
         2. Placement
         3. Each paragraph must have one.
      d. Using transition words
      e. Reports
         1. Note-taking
         2. Reports from single reference source
      f. Letter-writing
      g. Announcements and invitations
      h. Personal essays (not fully developed essays, but paragraphs expressing opinions and feelings.)
      i. Creative writing (imaginative writing)
C. Structure of the English Language
   1. Objectives
      a. To teach the structure of an English sentence
      b. To show that sentences fall into basic patterns
      c. To teach that a basic pattern can be expanded
   2. Content
      a. Basic sentence elements
         1. Subject
         2. Verb
         3. Complement
      b. Headwords
      c. Kinds of complements
      d. Word order
      e. Function words
      f. Basic sentence patterns
         1. N-V
         2. N-V-N
         3. N-LV-N
         4. N-LV-Adj.

g. Expansion of basic patterns
   1. Single word modifiers
   2. Headwords and modifiers
   3. Word group modifiers
   4. Coordination

D. Form Classes
   1. Objectives
      a. To teach inductively the four main form classes
         1. Noun
         2. Verb
         3. Adjective
         4. Adverb
      b. To show that a variety of forms can appear in a given function
      c. To teach that form classes are recognizable by position, ending, pronunciation
   2. Content
      a. Position of verb
      b. Inflection of verb
      c. Regular verbs
      d. Irregular verbs
      e. Verb prefixes and suffixes
      f. Verb forms and auxiliaries
      g. Noun signals
         1. Determiner
         2. Preposition
         3. Noun adjunct
         4. Inflection
            a. Plural endings
            b. Possessive endings
            c. Noun suffixes
         5. Capital letters
      h. Noun functions
      i. Noun verb agreement
      j. Comparison of adjectives
      k. Adjective signals
         1. Intensifier
         2. Position
         3. Adjective suffixes
      l. Comparison of adverbs
      m. Adverb signals
         1. Adverb suffixes
         2. Adverbs without characteristic endings
         3. Mobility of adverbs

E. Linguistic Studies
   1. Objectives
      a. To show the relationship of sound to pronunciation, spelling, and punctuation
      b. To teach the standard and substandard usages in speech and writing

2. Content
   a. Pitch patterns
   b. Punctuation and intonation
   c. End punctuation
   d. Comma usage
   e. Standard and substandard English
   f. Usage problems
      1. Double negative
      2. Adjective-adverb confusion
      3. Pronoun agreement
      4. Subject-verb agreement
   g. Phoneme
   h. Grpheme
   i. Spelling by rule

F. History of English
   1. Objectives
      a. To teach the origin of human speech
      b. To trace the development of English
      c. To show how other languages influence English
      d. To teach the reasons for adding words to a language
   2. Content
      a. The Story of Our Language booklet
      b. "Your Language and How It Grew" sections of language text
      c. Loan word sections
      d. "Linguistic Learnings" sections

G. Spelling
   1. Individual spelling lists
   2. Sentence dictation and survey tests
   3. Words missed on survey tests and compositions to be recorded on individual lists
   4. Individual testing using words from individual lists

H. Proofreading
   1. Objectives
      a. To recognize and correct errors found in punctuation or usage of a sentence.
      b. To show how it is possible to expand and improve sentences by better construction, better vocabulary and better arrangement of words.
   2. Content
      a. Spelling
      b. Punctuation
      c. Capitalization
      d. Grammar (correct usage)
      e. Organization
      f. Choice of words

I. Speech resources
   1. Objectives
      a. To teach students the basic techniques of oral self-expression.
      b. To teach students the basic principles of speech.
   2. Content
      a. Group discussions
      b. Panel discussions
      c. One minute talks
      d. Book reports

J. Basic Parliamentary Procedure
   1. Presiding and recording officers
   2. Getting the floor
   3. Making a motion
   4. Nominating and electing

I. Objectives
   A. Word perception skills
      1. Word attack for independent reading through context clues, word-analysis skills, or dictionary
      2. To develop dictionary skills
         a. Locating entries
         b. Derived meanings
         c. Derived pronunciations
   B. Interpretation skills
      1. Ability to comprehend literal and implied meanings
      2, To grasp main ideas
      3. Organize and summarize details
      4. Ability to recognize authors' techniques
      5. Ability to respond to sensory images
      6. Evaluate actions and personal traits of characters
      7. Identify an author's attitude and purpose
      8. Ability to recognize elements of style
      9. Comparing and contrasting
      10. To look for specific criterian in stories
         a. Well-constructed plot
         b. Characterizations
         c. Theme
         d. Style
      11. Anticipating outcomes
      12. Making judgments and drawing conclusions
      13. Generalizing
      14. Identifying and evaluating character traits
      15. Identifying elements of style
         a. Figurative, idiomatic, or picturesque language
         b. Refrain, repetition, rhythm, rhyme
         c. Person (first person or third person)
      16. Comprehending phrase and sentence meanings
      17. Form habits of previewing, skimming, and rereading
   C. Composition
      1. Ability to express oneself in a sequential manner
      2. To be creative
      3. To stimulate thought
   D. Concepts and understandings
      1. To meet the basic needs of students
         a. Need to achieve
         b. Need for security
         c. Need to be understood
         d. Need to belong
   E. Attitudes and values
      1. To encourage students to read independently
      2. Cultivate new interests
      3. To help students grow personally through reading
      4. Through teaching of poetry to train the student's ears to the cadence of words and develop his sensitivity to the power of the English language

5. Through the study of famous people to help students develop awareness of the personal qualities that lead to greatness
6. To widen the adolescent's horizon
7. To help the student find clues for getting along with his contemporaries and with those older and younger than he
8. To acquaint students with their literary heritage, mold their tastes, and promote their love of fine literature

II. Available Textbooks
- A. Dimensions
- B. Wide, Wide World in Literature
- C. All Around America Through Literature
- D. Challenges

These texts are used for both seventh and eighth grade literature. Emphasis areas are listed and are to be followed. Units of study listed for seventh grade are to be studied thoroughly, using all four textbooks. If additional units are desired by the teacher, she may use any other material from Dimensions or Wide, Wide World in Literature IF it is not listed in the units of study for the eighth grade. No additional units from All Around America Through Literature and Challenges are to be studied in seventh grade, other than those listed.

III. Emphasis Areas in Literature
- A. Biography and autobiography
  1. Wide, Wide World in Literature
     a. Child Pioneer
     b. Harry Houdini, The Handcuff King
     c. How Einstein Came to Princeton
     d. Into the Shakes
     e. Jim Thorpe, Greatest of Them All
     f. Johnny Noble, Cable Spinner
     g. Michelangelo Buonarroti
     h. New Nation
     i. Robert Louis Stevenson
     j. Story of Louis Pasteur
     k. Goethals, the Prophet-Engineer
     l. The Good Joan
  2. Dimensions
     a. New Worlds to See
     b. Dr. Joseph Lister
     c. Thomas Jefferson 1743-1826
     d. America's Mark Twain
     e. Malvina Hoffman: Sculptor to the Family of Man
     f. Father of the Blues
     g. A Boy's Need
     h. Crossing a Creek
     i. Your World
     j. Shepherd of the Unwanted

3. All Around America
   a. Captain Colin P. Kelly, Jr.
   b. Daniel Boone
   c. Sam Houston
   d. Abe Lincoln at Gettysburg
   e. Bill Feller's Boy
   f. Boy of Abilene
   g. Defeat and Victory
   h. Diary of Anne Frank
   i. George Washington Carver
   j. I Wish to Learn
   k. Jules Verne, "Mister Imagination"
   l. Lost
   m. Modern Jove
   n. Story of Sandin
   o. This Life I've Led
4. Challenges
   a. Churchill
      1. Lord of Language
      2. My Early Life
   b. Einstein
      1. The Professor and the Yo-Yo
      2. Dr. Einstein Answers
   c. Warrior Without a Gun
   d. Hero, Prophet, Adventurer
   e. George Washington Carver
   f. Eleanor Roosevelt
      1. Poor Little Rich Girl
      2. Family Album
      3. She Walked in Beauty

B. Ballads (poems and songs)
   1. Use library reference books such as The Ballad Book edited by MacEdward Leach.
   2. Use supplementary materials from English Department Resource Center.
   3. Order from State Traveling Library.

C. Introduce the ode, epitaph, eulogy and elegy.
   1. Use library reference books.
   2. Use supplementary books from English Department Resource Center.
   3. Order from State Traveling Library.

D. Independent reading project
   1. Students are expected to choose (with teacher guidance) books on their reading level to read independently. Naturally the number of books read and reading level will vary greatly.

EIGHTH GRADE ENGLISH
(Grammar and Composition)

I. Objectives of course
   A. To teach form and function of the English language
   B. To teach the uses of mechanics in composition
   C. To further develop composition skills
   D. To teach the history and nature of language
   E. To encourage thorough note taking and proofreading
   F. To teach standard usage
   G. To teach spelling skills
   H. To encourage and improve study skills
   I. To review basics learned in seventh grade

II. Materials used
   A. Language text, Our Language Today 8; David A. Conlin, etal.; American Book Co., 1966.
   B. Supplemental text (traditional grammar), English for Meaning 8; Paul McKee, etal.; Houghton Mifflin Co., 1962.
   C. Workbook (teacher edition only), Our Language Today 8; Raymond Clifford; American Book Co., 1967.
   D. Overhead Projector
   E. Grammar transparency sets from 3M
   F. Overhead projector, record player, tape recorder, filmstrips

III. Units of study
   A. Form and functions
      1. Objectives
         a. To teach the structure of an English sentence
         b. To extend the study of sentence expansion
         c. To extend knowledge in characteristics of form classes
         d. To extend knowledge of function words
      2. Content
         a. Sentence patterns
            1. N-V
            2. N-V-N
            3. N-V-N-N
               a. Indirect object
               b. Objective complement
            4. N-LV-N
         b. Other noun functions
            1. Object of preposition
            2. Noun adjunct
            3. Clause
         c. Verb forms in review
         d. Verb functions
         e. Adjective form in review

f. Adjective functions
   1. N-LV-Adj. pattern
   2. Objective complement
   3. Sentence modifier
   4. Clauses
g. Adverb form in review
h. Adverb function
   1. Modifying functions
   2. Conjunctive adverb
   3. Clauses
i. Function words
   1. Determiner
   2. Auxiliaries
   3. Connectives

B. Composition and mechanics
   1. Objectives
      a. To teach development of sentence
      b. To expand student skills in development of a paragraph
      c. To teach skills in development of composition
      d. To review skills learned in seventh grade composition
      e. To teach more uses of mechanics of English
   2. Content
      a. Development of sentence
         1. Expanding sentences
         2. Building parallel structures
         3. Compound and complex sentences
         4. Transformations
         5. Sentence interrupters
         6. Sentence modifiers
      b. Development of paragraph
         1. Topic sentences
         2. Transitions in paragraphs
         3. Types of paragraphs
            a. Narrative
            b. Expository
            c. Descriptive
            d. Persuasive
      c. Development of composition
         1. Developing a subject
         2. Organizing material
         3. Using imaginative approach
         4. Factual writing
         5. Explaining and reporting
         6. Letters
         7. Bibliographies
      d. Mechanics of composition
         1. Apostrophe
         2. Capitalization
         3. Colon
         4. Comma
         5. Quotation mark
         6. Italics
         7. Semicolon

e. Simple personal essay
1. Telling experiences and expressing reactions
2. Correlated with the study of literature
f. Reports
1. Review note taking
2. Reports based on reference reading
a. Using several different sources
b. Rewriting from notes using own words
g. Minutes
1. Essential information
2. Conventional form
h. Book reports
1. Comparative discussion
2. Analysis of qualities
3. Similarities and differences of books
i. Creative writing

C. Study skills
1. Objectives
a. To teach use of library tools
b. To develop vocabulary
c. To teach methods of organizing and classifying
2. Content
a. Library skills
1. Biographical information
2. Reference books and magazines
3. Newspapers
4. Yearly compilations
5. Dewey Decimal system
6. Card Catalog
7. Dictionary skills
b. Vocabulary development
1. Bound bases of words and morphemes
2. Prefixes and suffixes
3. Loan words
4. Allusions
5. Compound and compressed words
6. Denotation and connotation
c. Organizing and classifying
1. By anticipated questions
2. By deductive development
3. By inductive development
4. By logical divisions and subdivisions
5. By random associations
6. By time and space
d. Use Peabody Library Information Tests (American Guidance Service)

D. History and nature of language
1. Objectives
a. To teach the origin of human speech
b. To teach the levels of usage
c. To teach the development of English
2. Content
a. Dictionary as a recorder of language
b. Levels of usage
c. Slang

d. Language as symbols
e. "The English Language and How It Grew" sections in text
f. The Story of Our Language by McCormack
g. Tree of Language by Laird
h. Our Language by Lambart

E. Spelling
1. Weekly sentence dictations from word list stressing a certain skill or problem area
2. Study of relationship of phonemes and graphemes
3. Stress on correct spelling of new terms encountered in units of study
4. Individual spelling lists to which any word misspelled in composition or other area is added
5. Individual testing using words from individual lists

F. Proofreading
1. Objectives
a. To recognize and correct errors found in mechanics, spelling, punctuation or usage of a sentence
b. To show how it is possible to expand and improve sentences by better construction, better vocabulary and better arrangement of words
2. Content
a. Spelling
b. Punctuation
c. Capitalization
d. Grammar (correct usage)
e. Organization
f. Choice of words

G. Speech resources
1. Objectives
a. To teach students the basic techniques of oral self-expression
b. To teach students the basic principles of speech
2. Content
a. Group discussions
b. Panel discussions
c. Two-three minute talks
d. Book reports
e. Short dramatic or humorous readings
f. Brief pantomimes and improvisations

H. Study of the newspaper
1. Objectives
a. To improve ability to read newspaper
b. To attain greater skill in securing and interpreting the news
2. Content
a. Compare different newspapers
b. Use Study of the Newspaper by Am. Newspapers Publishers Association

I. Fundamentals of Discussion
(Use guide in Sept. 1969, English Journal)

(Literature and Reading Skills)

I. Objectives
   A. Word perception skills
      1. Word attack for independent reading through context clues, word-analysis skills, or dictionary
      2. To develop dictionary skills
         a. Locating entries
         b. Derived meanings
         c. Derived pronunciations
   B. Interpretation skills
      1. Ability to comprehend literal and implied meanings
      2. To grasp main ideas
      3. Organize and summarize details
      4. Ability to recognize authors' techniques
      5. Ability to respond to sensory images
      6. Evaluate actions and personal traits of characters
      7. Identify an author's attitude and purpose
      8. Ability to recognize elements of style
      9. Comparing and contrasting
      10. To look for specific criterian in stories
         a. Well-constructed plot
         b. Characterizations
         c. Theme
         d. Style
      11. Anticipating outcomes
      12. Making judgments and drawing conclusions
      13. Generalizing
      14. Identifying and evaluating character traits
      15. Identifying elements of style
         a. Figurative, idiomatic, or picturesque language
         b. Refrain, repetition, rhythm, rhyme
         c. Person (first person or third person)
      16. Comprehending phrase and sentence meanings
      17. Form habits of previewing, skimming, and rereading
   C. Composition
      1. Ability to express oneself in a sequential manner
      2. To be creative
      3. To stimulate thought
   D. Concepts and understandings
      1. To meet the basic needs of students
         a. Need to achieve
         b. Need for security
         c. Need to be understood
         d. Need to belong
   E. Attitudes and values
      1. To encourage students to read independently
      2. Cultivate new interests
      3. To help students grow personally through reading
      4. Through teaching of poetry to train the student's ears to the cadence of words and develop his sensitivity to the power of the English language

5. Through the study of famous people to help students develop awareness of the personal qualities that lead to greatness
6. To widen the adolescent's horizon
7. To help the student find clues for getting along with his contemporaries and with those older and younger than he
8. To acquaint students with their literary heritage, mold their tastes, and promote their love of fine literature

II. Available textbooks
   A. Dimensions
   B. Wide, Wide World in Literature
   C. All Around America Through Literature
   D. Challenges

These texts are used for both seventh and eighth grade literature. Units of study listed for eighth grade are to be studied thoroughly, using all four textbooks. If additional units are desired by the teacher, she may use any other material from All Around America Through Literature and Challenges IF it is not listed in the units of study for the seventh grade. No additional units from Dimensions and Wide, Wide World in Literature, other than those listed, are to be studied in eighth grade.

III. Emphasis areas in literature (Choose selections from each of the emphasis areas. Naturally not all of the selections listed will be used.)
   A. Short stories
      1. Wide, Wide World in Literature
         a. Bells of Freedom
         b. The Big Wave
         c. The Buffalo Dance
         d. Camel Boy
         e. Champ of Marlton Road
         f. Elmer the Worm
         g. The "Fox and Hounds" Hunt
         h. Ghost of the Lagoon
         i. Gulliver Goes to Lilliput
         j. Ham Shack
         k. Into the Unknown
         l. The Last Farthing
         m. The Magnificent Torpedo
         n. Minute Man
         o. Mr. Whitcomb's Genie
         p. The Mystery of Monsieur Pliny
         q. Oklahoma Land Run
         r. The Party
         s. The Phantom of the Bridge
         t. Rikki-tikki-tavi
         u. Sea Trap
         v. The Shovel Man
         w. The Silent Oboe
         x. The Stepmother
         y. Stretch Makes a Basket
         z. Stuff of Dreams

aa. Tallest Hat
bb. This Farm for Sale
cc. Welcome, Jill!

2. Dimensions
   a. The Perfect Bait
   b. Space Age Pony
   c. Giving Away Secrets
   d. The Lone Grave
   e. The Marvelous Stamps from El Dorado
   f. Feathered Friend
   g. The Height of a Man
   h. The Flower of Courage
   i. My Oregon Papa
   j. Erne from the Coast
   k. The Little Pharaoh
   l. Gifts of the Sea
   m. A Noble Magic

3. All Around America
   a. Beneath the Saddle
   b. Black River Trap
   c. The Blind Deer
   d. The Blue Goose
   e. The Book Boat
   f. The Christmas Bogey
   g. The Colt
   h. The Cratchits' Christmas Dinner
   i. Cress Buys A Hat
   j. Danger in the Wind
   k. The Day We Grew Up
   l. Flying Feet
   m. Foreigner!
   n. Honey Goes to School
   o. The Lady or the Tiger
   p. The Long Night
   q. The Man Without a Country
   r. The Nest
   s. The Nightingale
   t. The Old Soldier
   u. One Fainting Robin
   v. Pigs Is Pigs
   w. The Pine-Tree Shillings
   x. Poppo
   y. Romeo and Juliet
   z. Sabor's Shoes
   aa. Space-Lane Cadet
   bb. A Spark Neglected
   cc. Spelling Bee
   dd. The Strangers That Came to Town
   ee. To Build a Fire
   ff. Windwagon
   gg. The Word-Passer

4. Challenges
   a. The Incredible Place Kick
   b. Too Tall
   c. Ladder to the Sky
   d. The Bridge
   e. Love Is a Fallacy
   f. Betrayed By a Well
   g. The Snow Goose
   h. The Red-Headed League
   i. The Stolen White Elephant
   j. The Spectre Bridegroom
   k. The Sentinel

B. Mythology
   1. All Around America
      a. Ulysses and the Cyclops
   2. Wide, Wide World in Literature
      a. Three Golden Apples
      b. The Quest of the Hammer
   3. Dimensions
      a. Echo and Narcissus
      b. Orion, the Great Warrior
   4. Greek Myths - Olivia Coolidge - 1949
      (Total contents)
   5. The Magic and the Sword - Miriam Cox - 1956
      (Total contents)

C. One-act Plays
   1. All Around America
      a. Nathaniel Bowditch, Master Navigator
   2. Wide, Wide World in Literature
      a. The Lens Maker
      b. The Soft-Hearted Ghost
      c. The Golden Touch (Radio Play)

D. Narrative Poetry
   1. Wide, Wide World in Literature
      a. The Landing of the Pilgrim Fathers
      b. The Meeting
      c. The Oregon Trail
      d. The Pied Piper of Hamelin
      e. The Prisoner of Chillon
      f. The Village Blacksmith
      g. The Wreck of the Hesperus
   2. Dimensions
      a. Icaros
      b. The Strong Swimmer
   3. All Around America
      a. The Charge of the Light Brigade
      b. Columbus
      c. Courtship of Miles Standish, The
      d. Darius Green and His Flying Machine
      e. Dunkirk
      f. The Highwayman
      g. How They Brought the Good News from Ghent to Aix
      h. Lochinvar
      i. Paul Revere's Ride

4. Challenges
   a. Sarah Byng

E. Independent reading project
   Students are expected to choose (with teacher guidance) books on their reading level to read independently. Naturally the number of books read and reading level will vary greatly.

Reprinted from an article published in Iowa English Year Book

Suggestive Composition Topics for Junior High

by Pauline Larsen

Most of the compositions that junior high students write will be short, but they should cover: narration, description, exposition, and persuasion. They should be carefully planned by the student for originality of thought, clarity and conciseness of expression and correctness of mechanics. Rough drafts should first be written; then they should be revised and rewritten. Often students learn more from revising a composition than they did from writing the first draft.

Developing effective writing skills requires giving the students definite guidelines to follow. To have a good composition program, the teacher must have good composition topics, not subjects such as "What I Did During Summer Vacation." It is to be expected that a certain subject will not be inspiring to all students; therefore, it is usually wise to give a choice of several topics, and allow the student to choose. The topics should be suggestive rather than restrictive; the student should not be bound by the topic given. The reason you give him a suggestive topic is simply to give him an idea from which he is to develop his own composition.

Here are sample ideas which should encourage fresh, original writing. By modifying or adapting them, they should be useful.

Ideas for descriptive paragraphs:

(These may be used in the conventional manner, or you might be interested in what I call my "Idea Box". To develop descriptive paragraph writing, I keep a box containing small cards with a different phrase written on each card. I pass these cards out at random to the students. Each student reads his phrase, then proceeds to develop a paragraph on the subject--I allow students a second card, if they feel they cannot write on the first subject; however, they write on the second subject. Naturally, if a student receives a topic that he has used before, he may exchange it for another. Naturally, it is necessary to change card subjects occasionally.)

A gentle wind on a pleasant day in the country.

Cat's fur when it's wet.

The barnyard on a rainy day.

A savage windstorm.

A small child having a tantrum.

Taste of an apple.

Waiting for the train (bus, train).

A tree in autumn.

A hospital corridor.

A still dark night.

An 80 yard run by the half back.

A traffic jam.

Yourself getting up in the morning.

In the dressing room before curtain time.

A busy bus terminal.

Traffic during rush hour.

Starting a balky lawn mower.

A school corridor between classes.

A small child watching a favorite T. V. program.

A small girl in a heavy rain, wearing a too-large rain coat.

A huge crowd leaving a sports event.

A cornpicker (or other piece of machinery) at work.

A busy street at night, as seen from a tall building.

A deserted locker room.

A hunter stalking game.

A deserted beach (house, school).

A blind beggar.

Night sounds in the woods.

A snowy morning on the farm (in the city).

A nervous mother.

The barn at milking time.

A small child taking medicine.

An attic storage room.

A night call for a doctor.

The railroad station just before (or after) a train comes in.

An early morning walk in the woods.

A cat protecting her kittens (could substitute another animal).

A small boy who just lost a fight.

A large river in time of flood.

Ideas for General Theme Topics

Theme topics must be properly presented if they are to be effectively used. Therefore, the success with which these will be used is largely dependent upon the manner of presentation. Many individual factors must be considered before choosing specific topics. However, teachers should get at least some useful ideas from this list.

I am afraid of . . .

I feel so proud when . . .

As soon as he stood up, we knew . . .

I look forward to . . .

I hope I'll never . . .

I feel sad when . . .

I often worry about . . .

I wish people wouldn't . . .

I was never so embarrassed . . .

I couldn't resist . . .

I wonder . . .

I cheered wildly as . . .

I struggled to hold back the tears . . .

I really become angry when . . .

Three more minutes and I . . .

I knew I'd fall flat on my face . . .

Tears rolled down my cheeks . . .

My great moment had finally arrived.

Suddenly I realized that I was trapped.

I smelled smoke!

I was just plain scared . . .

Slowly the truth dawned on me . . .

Frantically I tried the door; it was locked . . .

I moved into a position where no one could see me.

I shook all over.

I thought I'd die.

When I'm eighteen . . .

Three Reasons I'm Proud of Myself

Three Things That Are Sure To Make Me Grumpy

The Art of Killing Time

My Idea of Luxury

Housecleaning Time at Our House

Sounds That Keep Me Awake

If I Had Three Wishes

A Day to Remember

A Great Discovery

The Secret of the _____ (Locker, Attic, Old House)

A Narrow Escape

If I Could Be Anyone Alive Today

Twenty Years From Now

Let's Revive Vaudeville

We should stop just talking, and do something about our slums.

Causes of Forest Fires

The Greatest Need of Our School (Town, State, Country)

People Should (or Should Not) Be Required to Vote

A Hobby I Enjoy

The Qualities of a Good _____ (Teacher, Student, School, Boyfriend)

If I Were _____ (President, Teacher, Parent)

Mistakes Parents Often Make in Bringing Up Their Children

Younger Brothers (Sisters) Are a Nuisance

Crabby Teachers

The Game (Sport) of _____ Is the Best

The Easiest (Hardest) Money I Ever Earned

How To: Train a Dog
Build A Birdhouse
Change A Tire, Etc.

Advantages (Disadvantages) of a Large (Small) Family

The Best Things in Life Are Free

Life Has Loveliness to Sell

I'll Hitch My Wagon to a Star

Something There is That Doesn't Love a Wall

Just As the Twig Is Bent, The Tree's Inclined

To Mine Own Self Will I Be True

My Favorite Friend

My Dog Is a Character

A Place Worth Visiting

The Most Tragic Person I've Ever Met

And This Is My Motto, "In God Will I Trust"

To Do Injustice Is More Disgraceful Than To Suffer It

It's Always Darkest Just Before the Dawn

A Get Rich Quick Scheme

The Silliest Invention

The Cruelty of Children to Parents

How To Flunk English (Math, Science)

Hitchhiking--by the hitchhiker

--by the motorist

What My Dog Must Think of Me

My Most Embarrassing Moment

Intelligence in Animals

The Most Peculiar Pet I've Ever Owned

Obnoxious People

Getting Something for Nothing

The Greatest Influence in My Life

An Experience I Want to Forget

Things I Can Do Without

People Who Bore Me

On Keeping A Secret

All's Well That Ends Well

The Nerve of Some People

How To Lose Friends

Qualities of a Lady (Gentleman)

The Unending Struggle for Peace

If I Had A Million Dollars

The Advantages of Being A Girl (Boy)

Ten Marks of a Great Man

A Pet I Loved and Lost

Ghosts I Would Like to Meet

Things I Hate To Do

Recent Inventions That We'd Be Better Off Without

Haste Makes Waste

Waht A Wreck the Car Was!

My Idea of a Real Vacation

My Favorite Class

Souvenirs I Have Collected

Are Taxes Really Necessary?

The Fascination of the Forbidden

The Quickest Way To Make Me Furious

My Pet Extravagance

The Nerve of Some People

Are Grades Really Necessary?

Is A Lie Ever Justified?

If You Were Marooned on a Desert Island, What Three Things Would You Want to Have With You?

My Hero (Heroine) in History

My Hero (Heroine) in Fiction

A Bad Habit I'd Like To Break

My Proudest Moment

My Saddest Moment

A Test of Courage

Cheating

A Curious Dream

A Narrow Escape

When It Rains, It Pours

Every Dog Has His Day

If I Were Banished, I'd _____

All's Well That Ends Well

Believe It Or Not

Honesty Is (Is Not) Always The Best Policy

The Hardest Thing I've Ever Done

Twenty Minutes of Horror

Those Few Seconds Seemed Like Hours

If I Had Only One Week To Live

I Wish Someone Would Invent _____

NAME_____ DATE_____

THEME EVALUATION SHEET

Look over your composition carefully before handing it in. Be sure to attach both the rough draft and the finished copy to show the improvements that you have made. Read through your theme carefully, paying special attention to the areas listed on this check sheet. When your evaluated theme is returned to you, notice the areas that are marked and the comments that are made. TRY TO IMPROVE NEXT TIME!

MECHANICS

Spelling

Punctuation

Capitalization

Grammar (correct usage)

ORGANIZATION

Is it well organized in logical order?

Does it have a good beginning and a good ending?

Does each paragraph develop one main idea?

Are the sentences well constructed?
Are they complete?
Is there variety?

CHOICE OF WORDS

Does the theme use good vocabulary?

Skill and choice in arrangement of words
Does it avoid worn-out phrases?
Does it contain colorful, forceful, effective words?

REASONING

Are the main ideas clearly stated?

Is it logical even if it is make-believe?

A GOOD COMPOSITION SHOULD HOLD THE INTEREST OF THE READER!

IT WHOULD BE EITHER ENTERTAINING OR INFORMATIVE!

COMMENTS:

THEME GRADE_____

GROUP DISCUSSION EVALUATION

Group chairman _____

Group members _____

	Excellent	Good	Fair	Poor
Choice of subject:				
Presentation of subject:				
Information given: (Was discussion of value?)				

List the name of any group member who was a:

dominator:

blocker:

deserter:

playboy:

Comments and criticism:

SPEECH EVALUATION

Speaker's Name:	Subject: Excellent	Good	Fair	Poor
Choice of subject				
Speaker's enthusiasm				
Movement and gestures				
Speaking rate and effective pauses				
Vocabulary (Usage and correct pronunciation)				
Audience reaction				
Criticisms or comments				

GRADE 9
SUBJECT: ENGLISH

I. General Objectives
   A. Speaking
      1. To achieve adjustment, self-confidence, poise and a degree of humility in informal and formal speech situations desirable and typical of the school and community.
      2. To understand and appreciate the characteristics, desirability, principles, and practices of responsible and effective speech.
      3. To recognize standards of acceptable speech for individual attainment.
      4. To achieve ability and responsibility in
         a. Increasing and improving students' ideas and integrity by the use of ideas in talking.
         b. Organizing their ideas clearly for others and for themselves.
         c. Analyzing and testing ideas to draw sound inferences.
         d. Their comprehension and use of language.
         e. Developing and exercising well coordinated and meaningful bodily action.
         f. Developing and exercising flexible, unobtrusive voices responsive to meaning in talking with others.
         g. Developing purposeful, easily understood, and unobtrusive articulation, enunciation, and pronunciation.
         h. Courteous, analytical, and discriminating listening and observing.
      5. To appreciate freedom of speech and responsibility of self and others in exercising it for the best interests of all.
   B. Listening
      1. To improve discrimination and critical thinking.
      2. To be able to grasp central and important ideas and to take notes.
      3. To appreciate the spoken language.
      4. To be able to share responsibility of communication with speaker.
      5. To be able to improve emotional control.
      6. To be able to improve social behavior.
      7. To be able to follow instructions.
   C. Written Expression
      1. To be able to use language as a tool for composition by employing standard formal and informal usage levels in the various types of written communication.
      2. To be able to gather, sort, and arrange material to exclude the unnecessary and the irrelevant.
         a. To train pupils to get information from Gazeteers, Atlases, Dictionaries, Encyclopedias, and Almanacs.
         b. To learn to use Bartlett's Familiar Quotations, Who's Who in America, and a Thesaurus.
      3. To establish a purpose and think through a problem logically before beginning to write.
      4. To be able to subordinate and emphasize ideas through effective use of clauses and phrases.

5. To develop an appreciation for the precise use of words and an ability to use words with increasing effectiveness.
6. To be able to use language skillfully by applying the principles of grammar as an aid to clarity of expression, to sentence structure, length, and variety.
7. To develop the power of accurate observation.
8. To form the habit of neatness and legibility in written work and correctness in manuscript form.

D. Literature Program
1. To meet the needs of youth and to promote mental growth through:
   a. Helping pupils to grow personally through reading by establishing standards, values, and ideals.
   b. Encouraging pupils to read independently.
   c. The ability to select books the student is interested in.
   d. The ability to appreciate a work of literature aesthetically.
2. To read for enjoyment through:
   a. The ability to visualize what is read.
   b. The ability to respond to sensory impressions.
   c. The ability to appreciate rhythm, style, phrasing, and inflection through oral reading.
   d. The ability to understand style and structural design and its appropriateness to material and purpose.
   e. The ability to recognize universal character types.
   f. The ability to understand allusions, symbols, implied meanings, and new words.
3. To provide experience of study through
   a. The ability to use punctuation marks to get the meaning.
   b. Familiarizing pupils with methods of vocabulary building and use of the dictionary.
   c. The ability to follow directions.
   d. The ability to draw conclusions.
   e. Increasing speed and comprehension by
      1. Increasing eye span.
      2. Discouraging vocalization.
4. To gain information through
   a. The ability to use charts, graphs, keys, maps, tables of content, indexes, etc.
   b. The ability to skim to locate information.
   c. The ability to select books the student is interested in.
5. To read in order to evaluate.
   a. To help pupils to become more thoughtful, responsible, and astute readers.
   b. To help pupils discriminate between good and poor literature, TV programs, and films.
   c. To help pupils understand semantics so they will not be the unwitting victims of various propaganda devices.

II. Textbooks used

A. Modern Grammar and Composition
by Conlin & Herman American Book Co.

1. This is a major emphasis area of study.
2. The entire book is to be covered as completely and thoroughly as possible.

B. What Are They Up To (Composition text)

1. Both the first book and second book should be used.

C. Literature texts (to be used by both ninth and tenth grades)

1. Vanguard by Pooley, Lowers, Magdanz, Niles Scott, Foresman & Co.
2. Outlooks Through Literature by Pooley, Stuart, White & Cline Scott, Foresman & Co.
3. Exploring Life Through Literature by Pooley, Scott, Foresman & Co.
4. Perspectives by Pooley, Grommen Scott, Foresman & Co.
5. Accents by Pooley, Grommen Scott, Foresman & Co.

These texts are to be used for both ninth and tenth grade literature.

Emphasis areas for each grade are listed and are to be carefully followed. Units of study listed for ninth grade are to be studied thoroughly, using all five textbooks. If additional units are desired by the teacher, she may use any other material from Vanguard and Outlooks Through Literature IF it is not listed in the units of study for the tenth grade. No additional units from Exploring Life Through Literature, Perspectives or Accents, other than those listed, are to be studied in ninth grade.

III. Grammar (using grammar text)

A. Basic sentence structure
B. Nouns
C. Verbs
D. Adjectives
E. Adverbs
F. Function words
G. Building sentences
H. Punctuation
I. The dictionary
J. Phonemes & graphemes

IV. Composition (using topics from grammar text and various other assignments chosen by the teacher. Books What Are They Up To should be covered completely.)

A. Planning a theme
B. Developing the topic
C. Topic outline
D. Building word power
E. Writing paragraphs

1. Expository paragraphs
   a. Development by example
   b. Development by logical reasons
   c. Development by incidents
   d. Development by comparison
   e. Development by contrast

2. Descriptive paragraphs
   a. Developed by various sensory impressions
   b. Maintaining consistent points of view
   c. Vivid descriptions of places and persons
3. Narrative paragraphs
   a. Built upon real examples
   b. Telling what actually happened with progress from a planned beginning to a planned end
4. Persuasive paragraphs (argumentation)
   a. Presenting facts in logical order
   b. Purpose to persuade others to agree with your view

F. Two and three paragraph themes developed
1. Selection of subject
2. Limitation of subject
3. Planning the theme (topic outline)
4. Determination of purpose
5. Transitions between paragraphs
6. Titling effectively
7. Body of three paragraphs
8. Concluding paragraph
9. Proofreading must be stressed
10. Revising and rewriting should also be stressed

G. Book reports (again not just retelling of plot; each genre of book should have a set of guidelines to follow)

H. Reports from reference materials (continue developing skills listed before)

I. Creative writing

V. Individualized spelling

A. Teacher should have a file box with cards on which she records students' misspelled words. Each student should have a separate card filed alphabetically in this file.

B. Every student should also keep the list of words he has misspelled in his own notebook.

C. Therefore a student is responsible for words he has misspelled. Periodic reviews and tests should be given.

VI. Outlining

A. Basic rules of outlining reviewed

B. Actual practice in outlining

VII. Emphasis areas in literature

A. Personal essays

1. Exploring Life Through Literature text
   a. Of Revenge - Bacon 387
   b. A Great Teacher's Method - Scudder 389
   c. The Fine Edge of Awareness - Lynes 392
   d. Going Out For a Walk - Beerbohm 397
   e. Home - Bellor 399
   f. A, B & C: The Human Element in Mathematics - Leacock 404
   g. Every Man's Material Desire to be Somebody Else - Crothers 413
2. Vanguard text
   a. Facing Danger 134
   b. Athletes 197
3. Outlooks Through Literature text
   a. Translating Literature Into Life - Bennett 606
   b. Grandma - Bradbury 618

B. Non-fiction
   1. Vanguard text
      a. Clever Hans - Evon Vogt, Ray Hyman 460
      b. House of Flying Objects - Robert Wallace 453
      c. Wolves in our Wanigan - Lois Crisler 264
      d. How Obie Won His Medal 114
      e. Hours of Fear - Walter Lord 78
      f. Hurricane Doctor 48
      g. Diamond of Alaska - Edward Herron 30
   2. Perspectives text
      a. A Donkey in a World of Horses 55 - Ved Mehta
      b. The World's First Test Pilot 224
      c. Crusoe of Lonesome Lake 21-22
      d. Alone at Sea 138
      e. Leaves from a Surgeon's Journal 374

C. Parable & Allegory

   There are no parables or allegories in the texts. Supplementary library books such as Fulton Oursler's Modern Parables should be used to teach this emphasis area. The Bible should also be used.

D. Medieval Tales & Legends
   1. Exploring Life Through Literature text
      a. The Coronation of Arthur 522 - Sir Thomas Malory
      b. The Marriage of Arthur 524 - Sir Thomas Malory
      c. The Tale of Sir Gareth 530 - Sir Thomas Malory
      d. Gareth and Lynette 546 - Alfred Lord Tennyson
      e. Charlemagne and Elegast 577 - Trans. Luberties Bakker

E. Shakespeare
   1. Romeo and Juliet (found in the text, Outlooks Through Literature)

F. Poetry

   Any poetry selections found in Outlooks Through Literature and Vanguard may be used in ninth grade. NO selections from Exploring Life Through Literature, Perspectives and Accent may be used in ninth grade.

GRADE 10
SUBJECT: ENGLISH

I. Objectives
   A. To show that grammar, composition, and literature are related to actual or vicarious experiences of the students.
   B. To teach the characteristics and histories of the following literary forms;
      1. Informational essay
      2. Drama
      3. Lyric poetry, sonnets
      4. Propaganda literature
      5. Novelette
      6. Shakespeare Julius Caesar
   C. To develop the student's ability to evaluate and analyze literature
   D. To strengthen vocabulary and improve reading ability
   E. To show how words become "the precision tools of accomplished writers"
   F. To develop composition skills in the following kinds of writing
      1. Description
      2. Exposition
      3. Character sketches
      4. Use of reference materials
      5. Argument
      6. Narration
      7. News stories
      8. Book reviews
      9. Evaluation
      10. Essay
      11. Parallel construction
      12. Sentence variety
   G. To review principles of basic grammar
   H. To train students to speak effectively before an audience

II. Materials used
   A. Modern Grammar and Composition II, Colin, Herman - American Book Co.
      1. This is a major emphasis area of study.
      2. The entire book is to be covered as completely and thoroughly as possible.
   B. Composition texts What Does It All Mean - Both First Book and Second Book should be used.
   C. Literature texts (to be used by both ninth and tenth grades)
      1. Vanguard by Pooley, Lovers, Magdanz, Niles - Scott, Foresman & Co.
      2. Outlooks Through Literature by Pooley, Stuart, White & Cline, Scott, Foresman & Co.
      3. Exploring Life Through Literature by Pooley, Scott, Foresman & Co.
      4. Perspectives by Pooley, Grommen - Scott, Foresman & Co.
      5. Accents by Pooley, Grommen -Scott, Foresman & Co.

These texts are to be used for both ninth and tenth grade literature. Emphasis areas are listed and are to be carefully followed. Units of study listed for tenth grade are to be studied thoroughly, using all five text books. If additional units are desired by the teacher, she may use any other material from Exploring Life Through Literature, Perspectives and Accents IF it is not listed in the units of study for ninth grade. NO additional units from Vanguard and Outlooks Through Literature other than those listed are to be studied in tenth grade.

III. Units of study

A. Grammer - using grammer and composition text
   1. Structure of the sentence
   2. Headwords and modifiers
   3. Form and function
   4. Verbals
   5. Appositives and absolutes
   6. Agreement
   7. Substitution
   8. Punctuation
   9. Phonemes and graphemes
   10. Effective sentence structure

B. Composition
   1. Review of paragraphs
      a. Topic sentences
      b. Unity
      c. Coherence
      d. Transitions
   2. Longer compositions
      a. Narration
      b. Description
      c. Exposition
      d. Persuasion
   3. Book reviews
      a. Fiction
      b. Non-fiction
   4. Newspaper Writing
   5. Letter Writing
   6. Creative writing
   7. Dictionary skills
   8. Essay examinations

C. Research Paper
   1. Basic principles
   2. Paperback manual THE TERM PAPER
   3. Actual paper on specific subject (7-10) pages
   4. Review of library skills

D. Methods
1. Student-centered class discussion
2. Introductory lectures for each form of literature
3. Answering of text questions regularly to encourage in-depth study
4. Constant encouraging of note taking
5. Vocabulary accompanying each selection
   a. Context
   b. Structure
   c. Etymology
6. Announced quizzes at intervals
7. Interpretation of new material at end of each unit
8. Composition as an outgrowth of literature studies
9. Proofreading, revising and rewriting should be stressed.
10. Bulletin board for articles about current events related to literature and language

E. Emphasis areas in literature
1. Informational essays (Choose from this list)
   a. Perspectives text
      (1) Before the Astronauts 246
      (2) The Buried Treasure of Oak Island 260
      (3) Citizens of Space 249
      (4) Monster in the Lock 290
      (5) Mystery Still Unsolved 265
      (6) Suited for Space 228
   b. Exploring Life Through Literature text
      (1) Of Thumbs - Montaigne 386
      (2) Waxworks in the Abbey - Woolf 409
      (3) The Elements of Style - White 421
      (4) The Eye of Edna - White 426
   c. Vanguard text
      (1) Have You Ever Seen a Bee Dancing? - Wallace Croatman 297
      (2) Diamond Backs - Edwin Teals 286
      (3) Carol Heiss - Jane Lee 177
      (4) The House That Ruth Built - Joe McCarthy 158
   d. Outlooks Through Literature text
      (1) Vulture Country - Stewart 609
   e. Accent U.S.A. text
      (1) The American Turtle 130
      (2) Captain Waskow 375
      (3) The Cardiff Giant 46
      (4) The Case of the Kensington Stone 52
      (5) The Confirmation 517
      (6) The Know Soldier 372
      (7) The Man Who Snuffed Out Hell 548
      (8) Mound on the Prairie 39
      (9) The Mystery of the Stone Towers 14
      (10) Report From Hiroshima 461
      (11) The Return of the Unknown Soldier 303
      (12) Souring the Wind 221

(13) A Spy from Washington 136
(14) The Stanleys and Their Steamer 296
(15) The Trap 157
(16) We Aren't Superstitious 100
(17) Zing 22

2. Propaganda literature

This is an excellent area in which to use daily newspapers and other current publications. Various speeches could also be studied as propaganda. Emphasis should include the idea that there is good propaganda as well as harmful propaganda.

3. Drama (Choose any three selections from this list).
   a. Perspectives text
      (1) Dino 326
      (2) Five in Judgment 62
      (3) The Sentry 381
      (4) Sorry, Wrong Number
   b. Exploring Life Through Literature text
      (1) The Miracle Worker - William Gibson 436
      (2) Twelve Angry Men - Reginald Rose 488
   c. Vanguard text
      (1) Out of Control 50
      (2) Shipment of Mute Fate 118
      (3) Borderline of Fear 249
      (4) Invasion from Mars 466
   d. Outlooks Through Literature text
      (1) Visit to a Small Planet - Gore Vidal 639
      (2) The Mother - Paddy Chayefsky 658

4. Shakespeare
   a. Julius Caesar - Exploring Life Through Literature

5. Poetry

Any poetry selections found in Exploring Life Through Literature, Perspectives and Accent may be used in tenth grade. No selections from Outlooks Through Literature and Vanguard may be used in tenth grade.

TENTH GRADE COMPOSITION

INTRODUCTION:

There is no better device for learning how to organize thinking into a coherent pattern than being required to put it into writing. For this reason, major emphasis in the sophomore year should be placed upon composition. This unit should include organizational techniques as well as thought provoking assignments. Together these devices should enable the tenth grade student to think and bring order to his thoughts and written expression.

1. REVIEW OF PARAGRAPHS

Sophomores should be familiar with paragraph construction. However a review is often beneficial since the paragraph is the base for longer composition. In this review, topic sentences, unity, coherence and the use of transitional devices should be covered.

2. LONGER COMPOSITIONS

Emphasis should be placed on longer compositions. All four types of writing, narration, description, exposition and persuasion, should be studied.

3. BOOK REVIEWS

Both fiction and non-fiction book reviews should be required regularly. These reviews should consider:

a. Plot summary
b. Character sketches
c. Author's purpose
d. Author's style
e. Reader's opinion

4. NEWSPAPER WRITING

The study of newspaper should begin with a look at several different newspapers and the types of items within them. In this way, the students will see the characteristics of news stories, feature stories, editorials, and columns. Following an analysis of professional samples, the emphasis should be placed on student's writing these kinds of articles.

5. LETTER WRITING

Objectives in a letter writing unit should include:

a. To realize reasons for writing letters
b. To examine and apply what makes a letter good
c. To improve the appearance of letters and envelopes
d. To correctly write the parts of letters and envelopes
e. To properly fold and mail letters

6. CREATIVE WRITING

Creative writing may be incorporated with literature or grammar to keep students active in composition. It may include writing assignments dealing with the current unit of study or composing short stories, poetry, plays, or essays.

7. DICTIONARY SKILLS

Dictionary skills should be taught and used throughout the year with vocabulary study.

8. ESSAY EXAMINATIONS

Essay questions should be used whenever possible in testing. Other instructors should be encouraged to use them in their areas also.

PROPAGANDA

Introduction:

Propaganda is a dissemination of ideas and information with the design of inducing or intensifying attitudes and actions favorable to the purposes of the disseminator.

Propaganda is any organized group effort to spread particular doctrines or information.

A. Propaganda is both good and bad. Good propaganda, for example, is used to promote Brotherhood Week.
B. Language is the tool of propaganda. "The pen is mightier than the sword" -- or the H-bomb! (How is it mightier?)
C. Propaganda is accompanied by distortions of fact and by appeals to passion and prejudice.
D. Propaganda excites our emotions and causes us to forget to think. We must be on our guard against propaganda. We should judge on the basis of evidence, not emotion. We need to read and think critically. (What is our defense? -- Think and evaluate)

Different types of propaganda:

A. Strategic and Tactical
   1. Strategic: It is wrapped up around the ultimate goals: victory over the enemy in war, and destruction of the political machine that gives him the power to wage it; and sometimes even beyond that, and the possibility of future realignments among nations.
      a. Our propaganda in the last war, for example, was geared toward the complete annihilation of Nazi power in Germany; but not toward the elimination of the title of the Emperor in the case of the Japanese. (Why didn't we try to destroy the Emperor?)
   2. Tactical: It is limited both in scope and time. It exploits a situation in a local sector, and as such, it may or it may not seem to be in tune with the claims of the strategic propaganda. It must, however, in general conform to the ultimate objectives.
B. Preparational and Operational
   1. Preparational: The preparational propagandist is mainly concerned with producing a frame of mind within the group he is working on. He implants the right "truths", and cultivates the "proper" attitudes that would ultimately eventuate in the action he wants. He usually has ample time to prepare long before a crisis arises. An example is the attitudes of blind obedience to the Fuehrer and German racial superiority in the German schools as soon as they were turned into Nazi propaganda centers.
   2. The operational propagandist is chiefly concerned with action. The crisis is at hand; something has to be done, and done quickly. He appeals, agitates, demands action. He is the real "troublemaker", exploiting the centers of disaffection and friction in foreign countries, intensifying racial, religious, political, and economic conflicts. The Russians call him simply the "agitator" and use him not only in foreign lands but within the Communist world to stir up all sorts of "spontaneous" action at the command of the Kremlin.

Guide to Aid in the Teaching of the Propaganda Unit (Grade 10)

Propaganda

Activities:

1. Help students to interpret, evaluate, and distinguish between white and black propaganda by illustrations, (verbal, pictoral), tapes, recordings, speakers, printed material, and conversation.
2. Help students recognize different types of propaganda by seeing and hearing different types and by writing their own propaganda.
3. Show students through pictures, articles, and ads how propaganda relates to them.
4. Examine speeches of prominent persons for propaganda.
5. Examine advertising copy for propaganda content.
6. Pick out basic facts in an article. Have students pick out fact vs. opinion. Students should recognize and list what propaganda devices are used in the article.
7. Show a propaganda film, analyze it, then show it a second time.
8. Show how propaganda affects the student himself in the school paper, school spirit campaign, ads, organizations asking them to join, religion, articles concerning taxes, candidates, recreation.
9. Evaluate a controversial news article.
10. Show how propaganda is used in cartoons, editorials, features, news stories, headlines, sports, pictures, and ads.
11. Write for literature from various organizations--a means of securing examples of propaganda.
12. Compare pairs of words for loaded words--ex. house vs. shack.
13. Clip from the paper, pictures that could be captioned in two different ways. Cut the caption from the picture. Paste the picture on one side of a piece of cardboard and the caption on the other side. Have the students guess what picture is, showing how pictures can be used favorably or unfavorably by various people. Assign a student to find and cut a picture out of the paper that could be used for propaganda purposes, and have each student select their own captions to go along with their own slanted news article or piece of propaganda.

Objectives:

1. Students will write an item of propaganda using the methods and devices given in class, including at least two propaganda devices.
2. Students will label propaganda devices in materials presented to them.
3. Students will list five propaganda devices and define them in a testing situation.

Definition of Propaganda and Its Function

A. The function of an information agency is to disseminate truth--to make available fact and opinion, each carefully separated from the other. The aim of an information agency is to enable as many people as possible to form their own individual judgements on the basis of relevant fact and authoritative opinion.

B. The function of a propaganda agency is almost the exact opposite; it is not to inform, but to persuade. In order to persuade, it must disseminate only such fact, such opinion, and such fiction masquerading as fact as will serve to make people act, or fail to act, in the desired way.

C. Propaganda originally had reference to the specific act of fastening down slips or roots of plants in such a way as to cause them to multiply and spread. (How does this apply to modern propaganda?)

D. There is black as well as white propaganda.
   1. Black propaganda is completely hidden. When Goebbels, head of Nazi propaganda; but who spread the rumors and jokes about the President and others of our leaders during the war hers?
   2. White propaganda is completely open. The Voice of America broadcasts are white propaganda.

People Propaganda is Aimed at, and Used by

A. Individuals (Usually the ignorant masses or the common people)
B. Secular-interest groups (levvies and pressure groups)
C. Religious organizations (sects, missionary societies)
D. Political organizations and parties
E. Governments at every level and of every level and of every type.

Secular-interest groups advocating diverse objectives:

1. Patriotic and temperance societies
2. Fire-prevention and traffic safety committees
3. Conservation leagues
4. Prevention of Cruelty to Animals
5. Labor unions
6. Business associations

Vehicles for Propaganda Distribution

A. Advertising
B. Mass Media
   1. Television
   2. Radio
   3. Magazines
   4. Newspapers
C. Speeches
D. Literary forms
   1. Books
      a. Karl Marx, Charles Dickens (Oliver Twist, David Copperfield) Harriet Beecher Stowe (Uncle Tom's Cabin), Upton Sinclair (The Jungle).
   2. Pamphlets
      a. Thomas Paine (Common Sense), Peace or End the War Committees.
   3. Documents
      a. Declaration Independence, proclamations
   4. Handbills (Anti War, Communist, School Systems, Political Parties)

Propaganda Devices

A. Name Calling: linking the opposition to something unpleasant. It is using lables which have unfavorable connotations. Ask yourself when you hear an individual or group called a name--"Does the evidence justify the use of this name?"
B. Generality--using words that have little meaning--vague words.
   Ex: "Vote for Joe Jones. He's a fine American!"
C. Half-truth: leaving out things to obtain a desired effect.
   Ex: "Spiro T. Agnew hates peace demonstrators"
D. Card Stacking: selecting certain facts and arranging them to make a desired impression.
E. Over-generalization: jumping to conclusions without evidence.
F. Hasty Generalization--jumping to conclusions before you hear the whole story.
G. Extrapolation: "forecasting doom" Ex: "Don't vote for that tax bill; it will bring financial ruin." This type of propaganda is a scare technique.
H. False Analogy: Wrong comparisons are made. Ex: Your cousin was in my class and made 1's, so you should, too.
I. Self-evident truths--To preface the idea you wish to promote by "This goes without saying," when perhaps it is not as obviously true as you are trying to make your listeners believe.
J. "Plain-Folks" Device: glorifying the average man. The candidate for political office stresses that he is just one of the guys.
K. Snob Appeal: the reverse of "Plain-Folks". (Cadillac ads)
L. Invalid Argument: can be starting from a premise which is faulty or reaching a conclusion from insufficient evidence.
M. "Non sequitor": drawing a conclusion that doesn't necessarily follow the premises: basing conclusion on facts totally irrelevant. Ex: "If more people in Des Moines drive Buicks than Fords, Buicks must be cheaper."
N. Testimonial: having an important person testify on behalf of a cause.
O. Bandwagon: everyone is doing it, you should, too.

Hidden Persuaders in Advertising

Introduction

A. Advertising is very important in our society. It affects our society. It affects our thinking and acting. Eleven billion dollars is spent each year on advertising--more than is spent on public education.
B. Our free economy is dependent upon advertising. Although we often speak of advertising as an evil, it is vital to our society. (Why?) Furthermore, advertising educates the consumer. (How?)
C. Advertising, however, is propaganda, and we don't want to be fooled.

Persuasive techniques used in advertising

A. The generality: descriptive words used in advertising which have very general meanings. Ex: a cigarette is "cool," "mild and fresh", and has the "softest taste". There is little meaning in these general words. Advertising seizes upon a word and uses it to death, and impoverishes the language.
B. Transfer: the advertiser attempts to shift our feelings about some object or thing to his product. Ex: A forest scene and then you are switched to a cigarette-smoking romantic couple. You are transferred from a scene to a product.
C. Bandwagon: asks you to join the crowd. "All the crowd uses such-and-such a product."

D. Name-Calling: a label is used which has a favorable or unfavorable connotation. Ex: (a favorable connotation) associating the F-85 cars with a rocket; a Mustang to a wild, spirited horse.
E. Snob Appeal: Ex: ad caption like "in a class by itself."
F. Authority: Ex: "Contented--his doctor recommended Carnation."
G. Testimonial: Ex: "My doctor recommended it."
H. Half Truth: "Eight out of ten who use Carnation say "My doctor recommended it." The wording makes you think, if you don't read carefully, that eight out of ten people use Carnation."

GRADES 11-12 SEMESTER ELECTIVE
AMERICAN LITERATURE

I. Materials
   A. The United States in Literature, Blair, Farmer, Hornberger, Wasson, 1963. Scott, Foresman and Company.
   B. Explication and Review E; to accompany The United States in Literature, Plank 1966, Scott, Foresman and Co.
   C. Library books.
   D. Use other anthologies to supplement the course.
   E. Regular weekly writing assignments correlated with reading assignments.

II. Content
   A. Introduction to American Literature
      1. Objectives
         a. To arouse interest in American literature.
         b. To provide background information to American literature.
         c. To take an initial look at some of the modern American writers.
         d. To review the story form.
      2. Procedures
         a. There are 5 short stories in this unit, 4 poems, 1 essay, and 1 play.
         b. The opening unit should not be too long.
         c. Students study stories in regard to such things as plot, tone, theme, setting, characters, climax, and language.
         d. Discussions over the stories.
         e. Themes on such topics as "What kind of literature I like best to read", and "What's a good short story".
         f. Test over the unit.
   B. Outside Reading Unit
      1. Objectives
         a. To develop a love of reading.
         b. To acquaint students with other writers.
         c. To widen literary horizons.
         d. To improve reading skills.
      2. Procedures
         a. A list of available books should be presented to the students.
            List should be annotated.
            Should contain recommended reading by outside sources, i.e. colleges, library clubs.
            Books should be relatively easy to find.
            Books of all depths and about all subjects should be on the list.
         b. A set number of books to be read by each student each quarter.
         c. A report, either oral or written, should be submitted for each book.
         d. Credit or grade given for each book read.
         e. Should allow students freedom of choice.
         f. Time given in class every so often for students to read.

3. Devices
   a. Read reviews of good books to class.
   b. Talk with students about books they are reading.
   c. Try to read as many of the same books yourself.
   d. Recommend certain movies and television shows based on books.

C. Puritan Unit
   1. Objectives
      a. To study Puritan era of our history.
      b. To study earliest literature of our country.
      c. To study the essay form.
      d. To increase vocabulary.
   2. Procedures
      a. Some stories written by moderns about the Puritans might be included, i.e. "The Crucible" by Arthur Miller.
      b. Students study history and the mode of writing at the same time.
      c. Students have drills on vocabulary and spelling from words taken from the reading.

D. Revolutionary War Unit
   1. Objectives
      a. To study that epoch in history when the United States was being formed.
      b. To study the literature of the Revolution.
      c. To study essay form.
      d. To learn about propaganda.
      e. To increase vocabulary.
   2. Procedures
      a. Class discussions
      b. Themes written by students
      c. Filmstrips
      d. Records
      e. Unit test

E. Early National Period Unit
   1. Objectives
      a. To study beginning of American society.
      b. To study the dawn of the Romantic Age.
      c. To study the first short stories.
      d. To study the first poems.
      e. To increase vocabulary.
   2. Procedures
      a. Either "The Legend of Sleepy Hollow" or "Rip Van Winkle" is read by the teacher or the class as a supplement to Washington Irving.
      b. Discussions over each reading assignment.
      c. Bring examples of painting from Hudson River School.
      d. Film over William Cullen Bryant.
      e. Film over Edgar Allen Poe.
      f. Record of dramatic reading of one of Poe's works.
      g. Unit test.
      h. Students write a theme about characteristics of Romanticism.

F. Romanticism and Transcendentalism Unit
   1. Objectives
      a. To study transcendentalistic theory.
      b. To study the climax of the Romantic Age.
      c. To study the personal essay.
      d. To increase vocabulary.
   2. Procedures
      a. Class discussions.
      b. Theme comparing Thoreau's "The Battle of the Ants" with Franklin's "The Ephemera".
      c. Student report over Thoreau's influence over Mahatma Ghandi or Martin Luther King, Jr.
      d. Students write sonnet as means of understanding that verse form.
      e. Student report over "The Scarlet Letter".
      f. Student report over Moby Dick.
      g. Unit test.

G. Civil War Unit
   1. Objectives
      a. To study the Civil War.
      b. To study the beginning of realism in literature.
      c. To study modern poetry.
      d. To study vocabulary.
   2. Procedures
      a. Class discussions
      b. Film strip over Walt Whitman
      c. Teacher reads essay about Walt Whitman by D. H. Lawrence.
      d. Class sings spirituals one day.
      e. Student reads "Inaugural Address" of John F. Kennedy and compares it to Lincoln's.

H. Romanticism-Realism Transition Unit
   1. Objectives
      a. To study the transition period between Romanticism and Realism.
      b. To study the local color movement.
      c. To increase vocabulary.
      d. To study the beginning of American humor.
   2. Procedures
      a. Class discussions.
      b. Read to class from Twain's Letters From the Earth and The Mysterious Stranger.
      c. Pass out poems by Stephen Crane as supplement.
      d. Play record of recorded western folk songs.
      e. Theme interpreting one of Emily Dickinson's poems.
      f. Unit test.

I. Modern American Poetry
   1. Objectives
      a. To study poetry.
      b. To study realism in poetry.
      c. To appreciate twentieth century American culture.

2. Procedures
   a. Supplement E. E. Cummings with other poems.
   b. Listen to Robert Frost reading several of his own poems.
   c. Listen to choral reading of Sandburg's "Jazz Fantasia".
   d. Listen to musical version of Robinson's "Richard Cory" by Simon and Garfunkel.
   e. Class choral reading of "General William Booth Enters Into Heaven".
   f. Supplement Wallace Stevens with other poems.
   g. Supplement Robinson Jeffers with other poems.
   h. Student reading of another James Weldong Johnson poem.
   i. Class discussion.
   j. Unit test.

Time will not permit using all of the selections listed for this course of study. The teacher must use his own discernment to choose selections which he feels will be most meaningful to his individual class. Representative selections from <u>each</u> time period must be included, however.

GRADES 11-12 SEMESTER ELECTIVE
ENGLISH LITERATURE

I. Objectives
   A. To gain skill in interpreting literary material.
   B. To learn how literature may be applied to life.
   C. To learn about the main British writers.
   D. To understand the way in which British literature developed and changed.
   E. To gain knowledge of the English culture.
   F. To improve the reading standard.
   G. To develop intellectual honesty.

II. Introduction
   A. It is to be assumed at this level that the students have learned the basic skills of English, and therefore, this course should aim primarily to sharpen those skills.
   B. The emphasis should be to prepare the students for college work.

III. Materials
   A. England in Literature, Pooley, Anderson, Farmer, Thornton, 1963. Scott, Foresman & Co.
   B. Explication and Review F to accompany England in Literature, Plank, 1966, Scott, Foresman & Co.

IV. Supplements
   A. Library books
   B. Use other anthologies to supplement the course.

V. Content
   A. Introduction to English Literature
      1. Objectives
         a. To arouse interest in English culture.
         b. To give background information about England and the British Commonwealth.
      2. Content
         a. Film strip over the British Isles.
         b. Movies of the Tower of London, the changing of the Guards at Buckingham Palace.
         c. Bulletin board of English scenes and monuments.
         d. Map of England.
   B. Anglo-Saxon England
      1. Objectives
         a. To learn about the first written words of England.
         b. To learn about Anglo-Saxon England.
         c. To learn about Old English.
         d. To study the lyric form.

2. Procedures
   a. Class discussions.
   b. Listen to recording of spoken Old English.
   c. Theme discussing epic qualities of Beowulf.
   d. Students write riddles like those of Anglo-Saxon epic.
   e. Report on Stonehenge.
   f. Unit test.

C. Outside Reading Unit
   1. Objectives
      a. To develop a love of reading.
      b. To acquaint students with other writers.
      c. To widen literary horizons.
      d. To improve reading skills.
   2. Procedures
      a. A list of available books should be presented to the students.
         List should be annotated.
         Should contain recommended reading by outside sources, i.e. colleges, library clubs.
         Books should be relatively easy to find.
         Books of all depths and about all subjects should be on the list.
      b. A set number of books to be read by each student each semester.
      c. A report, either oral or written, should be submitted for each book.
      d. Credit or grade given for each book read.
      e. Should allow students freedom of choice.
   3. Devices
      a. Read reviews of good books to class.
      b. Talk with students about books they are reading.
      c. Try to read as many of the same books yourself.
      d. Recommend certain movies and television shows based on books.

D. Medieval England Unit
   1. Objectives
      a. To study the culture of medieval England.
      b. To study Middle English.
      c. To study the ballad form.
   2. Procedures
      a. Class discussions.
      b. Read Chaucer in the original Middle English.
      c. Film strip over the Canterbury Tales.
      d. Listen to recording of Prologue to Canterbury Tales in Middle English.

E. Elizabethan Age Unit
   1. Objectives
      a. To study the culture of the Elizabethan Age.
      b. To study the sonnet form.
      c. To study drama.

2. Procedures
   a. Play recording of Elizabethan ballads.
   b. Write sonnets.
   c. Class discussions.
   d. Quizzes over "Hamlet".
   e. Recording of "Hamlet".
   f. Film strip of "Hamlet".
   g. Film strip over the Globe theater.
   h. Lecture over the development of drama.
   i. Students act out scenes of "Hamlet".
   j. Test over "Hamlet".
   k. Unit test.

F. Seventeenth Century Unit
   1. Objectives
      a. To study the culture of 17th century England.
      b. To study the essay form.
      c. To study allegory.
   2. Procedures
      a. Class discussion.
      b. Discuss model of Milton's cosmology.
      c. Write modern allegory.
      d. Written diary.
      e. Supplement Dryden with other poetry.

G. Eighteenth Century Unit
   1. Objectives
      a. To study the culture of the 18th century.
      b. To study the essay form.
      c. To study satire.
      d. To study the development of drama.
      e. To understand the transition between Neo-Classicism and Romanticism.
   2. Procedures
      a. Class discussions.
      b. Report on the rest of Gulliver's Travels by a student.
      c. Picture display of the 18th century English coffee house.
      d. Recording of Burns poems read by a Scotsman.
      e. Dramatization of "She Stoops to Conquer" by students.
      f. Theme comparing "The Lamb" with "The Tiger".

H. The Age of Romanticism Unit
   1. Objectives
      a. To study Romanticism.
      b. To study poetry.
      c. To study the personal essay.
   2. Procedures
      a. Class discussions.
      b. Recording of William Wordsworth's poetry.
      c. Theme-personal essay.
      d. Theme comparing "To a Skylark" and "To a Nightingale".
      e. Unit test.

I. Victorian Age Unit
   1. Objectives
      a. To study the culture of Victorian England.
      b. To study the development of history.
      c. To understand the transition from Romanticism to Realism.
      d. To study the early short stories.
   2. Procedures
      a. Class discussion.
      b. Theme comparing Macaulay and Carlyle.
      c. Student report on "The Barretts of Wimpole Street".
      d. Supplement of Rudyard Kipling's poems.
      e. Student report on one of Hardy's novels.
      f. Theme on transition from Romanticism to Realism.
      g. Student report on Queen Victoria.

J. Modern Poetry Unit
   1. Objectives
      a. To study Realism in poetry.
      b. To study the poetry form.
      c. To appreciate Twentieth Century English culture.
   2. Procedures
      a. Class discussion.
      b. Recording of Dylan Thomas reading his own poetry.
      c. Recording of Eliot's poetry.
      d. Theme analysing one of Eliot's poems.
      e. Group discussion over one of the poems.
      f. Unit test.

Time will not permit using all of the selections listed for this course of study. The teacher must use his own discernment to choose selections which he feels will be most meaningful to his individual class. Representative selections from each time period must be included, however.

GRADES 11-12 SEMESTER ELECTIVE
THE NOVEL

I. Objectives
   A. To read the novels as assigned.
   B. To identify the facts of the novels.
   C. To identify the structure of the novel.
   D. To recognize point of view.
   E. To memorize terminology used to discuss novels.
   F. To recognize conflict and identify the nature of the conflict.
   G. To identify with characters and situations in the novels.
   H. To relate the novel and the author to the setting.

II. Materials used
   A. Silas Marner - Found in old copies of Exploring Life Through Literature
   B. Four American Novels
      1. The Scarlet Letter
      2. Moby Dick
      3. The Red Badge of Courage
      4. The Bridge of San Luis Rey
   C. The Adventures of Huckleberry Finn
   D. Four Complete Novels of Drama and Suspense
   E. Other novels chosen by the class and teacher.

III. Research paper

COMPARATIVE ANALYSIS RESEARCH PROJECT

Choose a topic on which you would like to do research. It should be a topic on which you will be able to find various literary works by different authors.

A few suggestions are:

War
Womanhood
Disillusionment
Religion
Superstition
Fate
Youth
Old Age
Drugs
Pollution

Show specifically how the different authors deal with the topic. Remember no two authors write about an idea exactly the same way. Consider how each author uses:

Abstract and concrete terms
Atmosphere and setting
Characterization
Comparison and contrast
Conflict
Description
Figurative language
Foreshadowing
Imagery
Local color
Realism
Idealism
Romanticism
Satire, irony
Suspense
Stream on consciousness
Style
Point of view
Theme

A bibliography must accompany your paper, so keep track of all the references that you use.

Use as many different books and short stories as possible.

A STUDENT'S GUIDE TO THE STUDY OF THE NOVEL

I. Types of Novels

Some of the major types of novels:

A. Detective: a novel in which a crime is solved by a sleuth using logic and interpretation. The Gordons, FBI STORY; Agatha Christie, MRS. McGINTY'S DEAD

B. Psychological: a novel in which the emphasis centers on characterization of internal actions and motivations that develop the external actions. Herman Melville, MOBY DICK; Daphne du Maurier, REBECCA.

C. Sociological: a novel in which the main point of interest is the effect of society on an individual and his actions. W. L. White, LOST BOUNDARIES; Theodore Dreiser, AN AMERICAN TRAGEDY.

D. Propaganda: a novel in which the author presents a special problem and advocates a specific answer. Erich Maria Remarque, ALL QUIET ON THE WESTERN FRONT.

E. Historical: a novel in which a person, event, or spirit of a past age is the main concern. Anthony Hope, THE PRISONER OF ZENDA; Leo Tolstoy, WAR AND PEACE.

F. Novel of manners: a novel in which social customs of a class or age are dominant. Thornton Wilder, THE BRIDGE OF SAN LUIS REY.

G. Novel of character: a novel in which character is the essential part of the plot. Joseph Conrad, HEART OF DARKNESS and THE SECRET SHARER.

H. Novel of incident: a novel in which action and more or less unrelated incidents predominate. Giovanni Guareschi, THE LITTLE WORLD OF DON CAMILLO; Don Robertson, THE GREATEST THING SINCE SLICED BREAD.

I. Novel of the soil: a novel in which people struggle for existence in remote rural sections. Fred Gipson, OLD YELLER.

J. Regional: a novel dealing almost entirely with a certain region and its characteristics. Jack Schaefer, SHANE.

K. Picaresque: a novel in which a rogue is presented as being engaged in mental tasks and making his living by shady or illegal dealings. Dave Van Arnam and Ron Archer, LOST IN SPACE.

L. Gothic: a novel in which magic, mystery, and chivalry dominate. Mary Shelley, FRANKENSTEIN.

M. Apprenticeship: a novel in which the struggle for growth and maturity of a young man or woman is dominant. D. R. Sherman, OLD MALI AND THE BOY.

N. Problem: a novel in which the chief interest stems from working out a central problem. L. R. Shotwell, ROOSEVELT GRADY.

II. Analyzing a novel

The elements that may be examined are almost infinite in number. Students, however, should be familiar with these major aspects.

A. Theme: The basic idea or general truth the author is trying to present; the statement he makes about a topic. If the novel, for example, is about love (topic), what does the author say about it (statement): Love is cruel, Love is kind, Love is the source of all sorrows, etc.

B. Philosophy: The beliefs expressed by the author through his characters and commentary. Does any specific character speak for the author?

C. Characters: The persons who act and are acted upon in a novel. The characters serve to carry the author's theme. In considering characters, the reader must note (1) each character's own actions, (2) the dialogue between the character under analysis and others, (3) what the author says directly about a character, and (4) what others say about the character under analysis.

D. Structure: The way the author selects and arranges the details of his story.

E. Time: The arbitrary division of existence in a novel. The most common varieties of time in literature are (1) chronological, in which all things follow in their natural sequence; (2) flashback, in which the author leaves the present time through recollection of a character, dream of a character, or direction narration to tell of an incident that happened at an earlier time; and (3) overlapping, in which the author progresses to a certain point with one character or group, then switches to another character or group and brings them to the same point.

F. Style: The author's technique of writing. Consideration should be given to his sentence length and syntax (how he puts words and phrases together to make sentences); his punctuation or lack of it; his diction (word choices) and vocabulary; his use of symbols, metaphor and simile constructions, and other forms of figurative language; and his use of idiom, slang, and vernacular speech.

G. Point of view: The way in which the author views the story; who tells it. The most widely used points of view are (1) omniscient (all-knowing), in which the author knows and portrays the thoughts and actions of all the characters - he's always aware of what will happen at every point of the story; (2) first person, in which the story is told from the limited knowledge of the narrator - all thoughts and actions are seen through his eyes; (3) partial omniscient, in which the author limits his awareness of thoughts and actions to one character; and (4) objective, in which the author sees and records without expressing an opinion or comment.

H. Plot: The situation or story itself; what is happening between the characters.

I. Conflict: The struggle that grows out of the interplay between two opposed forces, for example, the hero and the villain. Often the conflict is internal; two elements in the character of one man struggle for mastery - a sense of responsibility v. a wish for independence. External conflict occurs when a character struggles against another character or against an element outside himself, such as nature. Frequently, of course, an author combines both types of conflict in a novel.

J. Setting: The location of the story; the physical, spiritual, supernatural, or extraterrestrial background. Setting is determined by the physical (either real or imaginary) site, the time period, and the general environment of the story (lower class, high society, religious, etc.).

K. Tone: The author's attitude toward the subject and audience is implied in his novel. Is he mocking? cynical? humorous? angry? etc.

L. Symbols: The devices that stand for themselves and, at the same time, for something deeper and more meaningful. Does the author use a central symbol in his work? a series of symbols? What does he intend them to mean?

M. Title: What is the significance of the title? How is it related to the novel? Does it have meaning in terms of the novel's theme or setting?

III. Writing a report on a novel

In their papers students are usually expected to respond to these areas.

A. Form. Record the title (exactly as given on the title page of the novel), the author, the date of publication and publisher (especially if there are several editions or revisions such as occur with the classics), and the number of pages. Comment on the relationship between the title and content of the novel. As models for your report, read the book reviews in The Saturday Review, Time, The New York Times Book Review, and other newspapers and magazines that review books. Notice carefully how much space is given to the summary. What other information is included?

B. Plot, theme, purpose. In a short paragraph state the author's purpose, theme, or idea. Write a brief summary of the plot; a summary alone is not a book report.

C. Characters. Who are the main characters? Are they historical or fictional? Make an analysis of a significant character. Is he admirable, detestable, humorous, tragic, etc.?

D. Setting. How does the setting relate to the story? How does the setting contribute to your understanding of the story? Is it historical, fantastic, realistic, or exotic?

E. Appreciation. Is the book worth reading? Rereading? Why? Does it appeal to your emotions, imagination, intelligence? Do you gain new insights and understandings of the world and people?

F. Style. Comment on the author's use of language and syntax. How do his techniques increase your enjoyment of the novel? Illustrate by citing specific devices he uses.

GRADES 11-12 SEMESTER ELECTIVE
SHORT STORY

I. Objectives
   A. To teach techniques used by short story writers
      1. Conflict
      2. Characterization
      3. Single effect
      4. Realistic detail
      5. Point of view
      6. Imagery
      7. Science fiction
      8. Science fantasy
      9. Detective elements
   B. To develop reading skills
      1. Context clues
      2. Etymology
      3. Connotation and denotation
      4. Derivatives
      5. Appropriate language
      6. Allusions
   C. To develop writing skills
      1. Description of single character
      2. Description of scene
      3. Using abstract words
      4. Narration based on episode in student's life

II. Materials used:
   A. A Book of Short Stories II, Harcourt, Brace, Jovanovich
   B. How to Read a Short Story by Millett, Ginn & Co.
   *C. Short Story Masterpieces (paperbacks purchased by students)
   D. Additional stories chosen by teacher and students

III. Activities for short story course
   A. Read and discuss the stories found in the textbooks listed.
   B. Learn literary terms which are used in the stories.
   C. Vocabulary development using the language in the stories.
   D. Composition
      1. Write a character sketch in which the sort of person he is may be understood from his appearance, his actions, his language.
      2. Write a setting in which a definite mood is developed.
      3. Sketch some plot action to show one definite type of conflict (man vs. himself, man vs. man, man vs. his environment).
      4. Write original short stories as a final project.
   E. Research project

* 75 Masterpieces by Goodman
Bantam Books, Inc.

BASIC ELEMENTS OF THE SHORT STORY

Title of story:

Author:

Main characters:

Conflict:

Characterization:

Plot:

Point of view:

Foreshadowing:

Setting:

Mood:

Theme

Climax:

Denouement:

Other facts or comments:

GRADES 11-12 SEMESTER ELECTIVE
WRITERS' WORKSHOP

I. The writing workshop - what is it?

A practical and practicable approach to writing, that is, learning to write by writing. This approach allows the student more time to read and write authentically and a greater responsibility for teaching himself, for discovering his own questions and his own answers, for acquiring an intellectual discipline. Students write rough drafts, revise, compare, critically evaluate, rewrite, and polish. They examine their own work. Will the lead grab a reader's attention? Is it structurally sound? Does it say something? Are the transitions smooth? Do the sentences flow? Are there correct sentences and paragraphs? Are the verbs strong? Too many adjectives? Awkward phrasing? Voice? Clarity? Specificity? In the writing workshop the students first produce language, then they hone it!

II. Use selected lessons from Writing: Unit Lessons in Composition and Harcourt Brace & Jovanovich's Writing Journals. (Needs of individual class will determine the specific lessons used.)

III. Specific Assignments and Emphasis Areas

A. A daily journal will be kept for this class. Each student will write for the first ten minutes of class each day. The journals will remain in the classroom in the student's file.

B. Personal Experiences

1. Letters
   a. Of inquiry and request
   b. Applying for admission to college
   c. Seeking employment
2. Essays
   a. Serious informal
   b. Humorous informal
3. A personal experience described 3 ways:
   a. Sympathetically
   b. Antagonistically
   c. Objectively
4. Self analysis
   a. Autobiographical sketch
   b. Recollection of a wise or unwise decision giving reasons for that decision and the effect of that decision on self and others
5. Editorial writing
6. Defend a personal view convincingly
7. Personification theme - write in first person point of view
8. Exposition
   a. Directions for writing a good paragraph
   b. Causes of success and failure

C. Language Study
   1. Write short, very concrete definitions of well known objects.
   2. Write a "seven-carat diamond", a paragraph consisting of seven sentences as follows: a single, a compound, a complex, a compound-complex, a complex, a compound and a simple sentence in that order.

D. Analysis and Communication of Ideas
   1. Use quotations as stimulation for thought and creative writing. (Use book Best Quotations)
   2. Develop satisfactory syllogism
      (example:
      Only creative original work is pleasure.
      Menial tasks are not original or creative.
      Therefore menial tasks are not pleasurable.)
   3. Reflect on the value of tradition and the significance of change.

E. Literature
   1. Choose a short story which you feel ended inappropriately. Write an original ending or sequel.
   2. Read "The Devil and Daniel Webster".
      Rewrite the story from the devil's point of view.
   3. Paraphrase Shakespeare - rewrite a scene in contemporary idiom. (Use Taming of the Shrew.)
   4. Choose and read a short story. Then analyze the ways in which circumstances and environment influenced the characters. Give specific examples.
   5. Character sketch.
      Choose a short story, read it carefully, and write a personality sketch of the main character.
   6. Precis -- Use a poem such as "The Highwayman".
   7. Satire - Read portion of The Spectator. Write brief essays gently satirizing phases of school life.
   8. Parody - Read a well known parody. Then write an original one.
   9. Choose a novel previously read. Write a composition showing the development of a character through the book, including his speech patterns, his symbolic importance in the work, and his reaction to what happens to him and changes him.
   10. Book review - Analyze the aim of the author (to instruct, persuade, entertain) and the author's success or failure in achieving his aim.
   11. Choose a specific short story and discuss its basic elements.
   12. Epigrams - Read those by Franklin, Emerson or Ogden Nash, then write original ones.
   13. Read two biographical short stories. Then show comparison and contrast in methods and style used by authors.
   14. Show contrast of the values in two different stories (by different authors).
   15. Show comparison of handling of theme, character and conflict in two different stories.

16. Read "The Lottery" and "Charles" (by Shirley Jackson). Compare the diction and tone in these two stories by the same author.
17. Explain crisis, conflict, universality, motivation of action, foreshadowing, irony, illustrated by specific examples from stories.
18. "By the Waters of Babylon": explain the selection including such key words as courage, truth, knowledge and happiness.
19. Evaluate a piece of literature by this criteria:
    a. Clarity of structure
    b. Probability of action
    c. Appropriateness of diction
    d. Internal consistency
    e. Depth of insight
    f. Harmony of form with content

F. Research paper
1. Review the fundamentals of research paper.
2. Use worksheet - Review unit from NCTE (no actual paper is written in workshop).

Writer's Workshop Guidelines

These guidelines should be followed in teaching Writer's Workshop:

1. Students should be permitted latitude in choice of topics.
2. Teacher should be more definite in making assignments and explanations.
3. Teacher should clarify which skills will be given most consideration in this "writing assignment".
4. Students should have complete understanding of the teacher's method of grading papers. For instance, some teachers give a grade for content and a grade for mechanics on each paper.
5. Students should be given a chance to discuss ways of improving their writing - this discussion may involve student and teacher, student and class, or student groups in classes.
6. Students should be given the opportunity "to do something with their papers" - this "doing something" might mean posting themes on the bulletin board, reading the themes before the class or other groups, submitting the themes for possible publication, or keeping them in folders or scrapbooks.
7. Students should be guided to understand that writing is an important skill in communicating thoughts or ideas, and that to avoid distortion of meaning the student must write correctly.
8. Students should be led to see that a first writing is only embryonic and that revision is an absolute necessity for good writing.
9. Students should be encouraged to make use of their abilities to discover and correct errors in a developmental program geared toward better writing.

Teaching of theme writing might follow six very definite steps for the best performance on the part of the student:

1. Atmosphere. The proper atmosphere for writing can be provided through activities such as:
   (a) Showing pictures
   (b) Reading independently
   (c) Reading other students' themes
   (d) Reading student's own themes
   (e) Reading classic examples from literature
   (f) Reading examples from newspapers
   (g) Reading examples from magazines
   (h) Observing or making bulletin boards
   (i) Listening to recorded music
2. Discussion. After the proper atmosphere has been established, students should be guided carefully into seeing what is expected from them in any particular piece of writing. This step in writing can be termed the discussion period. Such questions as these might be answered at this time:
   (a) Are we going to receive two grades - one grade for content and one for mechanics?

(b) Are we going to receive a grade on the first writing or the revised product?
(c) What is the main skill to be developed in this theme?

3. Writing. The student should by now be ready to begin his first written draft. A student should feel free to let his ideas flow, knowing full well that making the paper mechanically correct can be a part of the revision. It is essential that nothing be done to curb creativity of thought and writing.
4. Revision. The next step in writing, revision, is most important. The student should understand that the grade he receives is determined by the finished product. The ultimate goal of revision is that every student be able to correct his own paper independently. However, before this goal is achieved many techniques may be employed by the teacher to help in this particular step:
   (a) Papers are read aloud in small groups of students and revisions made
   (b) Papers are exchanged and corrections made
   (c) Teacher "red pencils" the papers in the margins
5. Evaluation. If students and teachers have followed the first four steps, evaluation of the paper is merely the process of recording the grade. This grade is thoroughly understood and in part decided upon by the student prior to the time of recording. One big advantage in following the proper steps in theme writing is that the student learns to know a good, fair, and poor theme and to recognize his own strengths and weaknesses.
6. Enrichment. This sixth step in theme writing is often neglected and yet to the student it is perhaps the most important one. The question is, "What is going to be done with my paper?" There are many ways to use the papers:
   (a) Themes are put in folders and other classes are invited to read them
   (b) Themes are used for bulletin board displays
   (c) Best themes are used for contests
   (d) The English department sponsors a literary paper, magazine or newspaper.

GUIDELINES FOR JOURNAL WRITING
(Writers' Workshop)

JOURNAL DO'S AND DON'TS

JOURNAL DO'S

Do set a creative, stimulating classroom environment. Literally stuff the room with posters, enlarged poems (concrete and typo types too), mobiles, quips, quotes, cartoons, and do display students' contributions. This extra effort will be reflected in journal entries.

Do establish an atmosphere of mutual trust and respect. It helps to "do" a journal along with students. Share it with them--not as a peer but as one also involved in the learning process.

Do motivate journal writings by sensitizing students. Play varieties of music during free writing sessions. Have students provide stimuli periodically. Show films. Allow students to write outside the class period. Things are often perceived differently then. Bring in sound effects records, burn incense, spray perfume, etc. Awareness livens writing.

Do connect journals with the relevant. Set aside time for the exchange of magazine and newspaper articles and pictures, or for the composition of TV commercials of the future. This involves research (e.g. Future Shock) and the review of propaganda techniques.

Do preliminary work on constructive criticism. Use the overhead and perhaps one of your own journal entries. Lessons on the analytical process are important aspects of good writing as well as aids for future group critique sessions.

Do foster intellectual growth. Have students collect and use paradoxes they find around them. Run cassettes during discussions. Make metaphors. Bring in objects; tactility is the key here, and invite students to change these objects into metaphorical equivalents.

Do make specific journal entry assignments but also encourage extra entries.

Do enclose things in the students' journals. You may run across an article or item of interest to the student. Enclose it.

JOURNAL DON'TS

Don't reflect language power. Heighten constructive thinking and writing by reacting and interacting to the substance of the journal entries. Find a phrase or sentence that rings, underline it, comment on it,

Don't forget that it is important to maintain a measure of trust between you and the student.

Don't bypass the mechanics of writing, but avoid producing anxiety over grammar, usage, spelling, punctuation and capitalization.

Don't act as the sole evaluator. Encourage (but don't force) each student to share bits and parts of his journal with others in the class.

Don't ever reveal a journal entry to anyone without the author's permission.

Don't limit journal entries to specific genre. Students' imagination should be the only limit.

Don't fail to individualize your written remarks.

Don't be negative, didactic or moralistic in your journal commentary. Remember, students read and re-read what you have written, so write with patience, understanding and love.

Don't grade the journal except in terms of completeness, effort, growth and creativity.

Don't inhibit emotional growth. The journal, because of its permanent quality, enables the student to trace his own progress. Undergird, don't undermine this process. Make student self-actualization your goal. Tuck that aim away in your brain and remember it when commenting.

WRITING ABOUT LITERATURE

(Writers' Workshop)

In writing a short story, an author creates a setting and an atmosphere that help to produce the effect he wishes. In other words, the place where something happens, the background, is important to the story. Choose four short stories and show by definite references how the author in each case created the desired setting and atmosphere and made it important to the story. Give titles and authors. The plot is completely unimportant except as it is aided by the background. The main discussion must be about the place where the action took place and how the author made it a factor in the development. Avoid wordiness, triteness, and DON'T RAMBLE.

WRITING ABOUT LITERATURE

(Writers' Workshop)

"The great writers of the past excel even the best writers of our own time in their treatment of such problems as the role of undeserved suffering in human experience; the relationship between power and moral responsibility; the conflict between the individuality and conformity; man's search for the truth about himself."

Write a carefully planned composition in which you defend your agreement or disagreement with the above statement by discussing two single works: one by "a great writer of the past" (pre-twentieth century) and the other by one of "the best writers of our own time." Limit yourself to the two writers' handling of only one of the problems mentioned in the above state ment.

WRITING ABOUT LITERATURE

(Writers' Workshop)

When an author shows an important character making a mistake, doing the wrong thing, his purpose may be (1) to make you laugh at the character, (2) to make you sympathize with the character, (3) to make you feel anger or dislike for the character, or (4) to make you change or modify your previous idea of the character.

From your reading of novels, short stories, plays, and biographies, choose two works in each of which an important character makes a mistake. Select works which illustrate two different purposes of the four stated above.

Write two compositions in which you

1. describe a character's mistake or wrong action
2. tell what purpose the author had in mind, and
3. justify fully and specifically your choice of the author's purpose.

WRITING ABOUT LITERATURE

(Writers' Workshop)

"I believe in aristocracy...not the aristocracy of power, based upon rank and influence, but an aristocracy of the sensitive, the considerate and the plucky (brave)."

From your reading select a character who in some ways seems fitted for membership in this kind of aristocracy. In a carefully planned composition show the extent to which this description does and does not apply to the character you have chosen. Be certain to identify the character, the work, and the author.

WRITING ABOUT LITERATURE

(Writers' Workshop)

A theme which writers have examined for centuries is the achievement of self-knowledge (a person's recognition of his own strengths and weaknesses, values and prejudices, aspirations and fears). Inevitably this self-knowledge is achieved only after the person has undergone an ordeal which has forced him to re-examine his own values and those of the world about him.

Write an essay in which you show how an author has dealt with this theme in a major work. (novel, drama, etc.) Identify the work and the character you are writing about and be specific and thorough in your examination of the way the writer has developed this theme. You may need to refer to the action and setting, or to symbolic elements of the work, but you should concentrate on the changes in attitude which the character undergoes. Show that you understand the nature of his new self-knowledge.

GRADES 11-12 SEMESTER ELECTIVE
MASS MEDIA

I. Description of course

This is a one-semester survey course centered on the study of mass media: newspaper, television, radio, movies, magazines, and telephone.

II. Objectives of course

A. To guide and assist the student to be a discriminating consumer of mass media.
B. To trace the history and background of the various media.
C. To give the student opportunity to make practical application of mass media.
D. To recognize possible career opportunities in mass media.
E. To learn terms of mass media.
F. To research various aspects of mass media.
G. To visit various mass media centers in the area.
H. To consult with guest speakers from the field of mass media.

III. Materials used.

A. The Des Moines Register with How To Read Your Newspaper
B. Various magazines and resource materials from the library
C. Films, filmstrips, records
D. Selected lessons from Exploring Television work text

IV. Specific emphasis areas:

A. The newspaper
1. Research in newspaper area
2. News story, headlines, yellow journalism
3. Cartoons
4. Sports and columns
5. Advertising
6. Guest speaker on newspaper
7. Field trip to newspaper office
8. Newspaper layout
9. Use materials and filmstrips available from Des Moines Register.

B. Television
1. Research
2. Surveys regarding television
3. Guest speaker on television
4. Visit a T.V. studio
5. "Produce" original T.V. program

C. The telephone
1. Visit telephone office
2. Movies "Telestar", "The Town and the Telephone" and "Tools of Telephony"

D. Magazines
1. Research regarding magazines
2. Survey regarding magazines
3. Magazine layout
4. Write magazine article

E. Photography
   1. Use a simple camera (Snapshooter kit)
   2. Write "essay" story using only pictures, no words
F. Film Strips and Slides
   1. Use clear acetate sheets and frames for slides
   2. Strip outdated film strips and make original ones.
G. The radio
   1. Surveys and research into radio
   2. Visit radio station
   3. Guest speaker regarding radio
   4. Mock radio
H. Movies
   1. Ratings, censorship
   2. Movie reviews
   3. Groups choose, preview and show movies to class. (These need to be ordered in advance!)
I. Video-tape
   1. All mass media students must learn to efficiently operate the VTR since they are responsible to run it for any teacher requesting the service. (A schedule showing each student's available free time must be made and distributed.)
   2. Groups produce original presentation and video tape it for class evaluation.

MASS MEDIA PROJECTS

I. Newspaper - - (Each Monday the entire class period is devoted to analyzing Des Moines Sunday Register.)
   A. Straight newsstories
   B. Feature article leads based on straight news stories
   C. Feature articles
   D. Running story
   E. Editorials
   F. Sports articles
   G. Comparative analysis - Using a specific new story show how different slants are used.

II. Magazines
   A. Comparative analysis --compare and analyze three similar magazines
   B. Comparative price analysis --compare prices of identical item in 5 different catalogs

III. Photography
   A. Make simple "Snapshooter" cameras from kits
   B. Write "essay" story - pictures must tell the story; no words allowed.

IV. Slides
   A. Using clear acetate sheets and slide frames make original slides.
   B. Each student should have a sequential presentation of at least 6 slides.
   C. Use different materials and techniques.

V. Filmstrips
   A. Using clear acetate sheets mark off frames and make original filmstrips.
   B. Each student should have a sequential presentation of at least 15 frames.

VI. Radio
   A. One-minute commercials
   B. Fifteen minute radio program
   C. Compare two radio stations

VII. Television
   A. Record original T.V. commercials on video tape recorder.
   B. Write script for 15 min. T.V. show. Tape on VTR.

VIII. Movies
   A. Operate movie projector
   B. Use VTR
   C. Splice movie film

IX. Complete Ad Campaign
You have been hired to plan a complete ad campaign for a particular company. Your campaign should be directed to all possible areas of mass media --radio, T.V., magazines, newspaper. BEGIN EARLY to find materials to help you with this project.

X. Independent Projects - Each student may choose what he wants to do for an individualized project.
(These are just a few ideas)
You are a magazine feature writer and have been asked to write a monthly column for a specific national magazine. The editor wants to see a series of columns that you would write.

Every newspaper depends on the morgue to provide short "filler" items. Collect a potpourri of facts which might be chosen for filler in a daily newspaper.

Research how a specific TV program is made.

Write several episodes for a mock-serious soap opera, complete with unwanted children, tangled romances, festering marriages, leavetakings and reunions.

Choose a currently popular soap opera and trace what has taken place on the program through the years that it has been on the air. Trace the romances, marriages, personal crises, etc.

Make your own film strips from sheets of acetate. Use magic markers or scratch with stylus.

Draw a movie. Strip 100 feat of used acetate film. Using magic markers, draw your own movie.

Shoot your own movie, using either movie camera or VTR.

Make your own slides. Draw on pieces of plastic or insert various materials such as hair, tiny leaves, salt, etc. between two layers.

Use the listening center, planning different units utilizing the various channels (tape record from booth, tape record from record, etc.)

Photography - Use your camera and shoot pictures showing various camera techniques.

ANALYZING MASS MEDIA

Phase I: Roles of Mass Media in Our Society

Disseminate News and Information

a. What is "news"? Who decides? On what basis? Why?
b. How is our news "translated" by the mass media?
c. Who does the "transmitting" of these news and views?
d. How is our news "translated" by the mass media?

Analyzing the News

a. What is "analysis" of the news?
b. Is analysis necessary? Why or why not? Who decides?
c. Who analyzes the news? What are their qualifications?
d. How is the news analyzed? How can we evaluate analyses?

Commenting Upon the News

a. How does "commenting" differ from "news" and "analysis"?
b. Of what value are commentaries?
c. By what merits can we judge commentaries?

Advertising

a. Why is advertising so vital to advertisers and mass media?
b. What is the influence - good and bad - of advertising in our society?
c. What are the potentials of advertising? The pitfalls?
d. What are some "by-products" of advertising?

Entertainment

a. Who does mass media entertain?
b. Of what importance is entertainment in mass media?

Phase II: Comparison of Mass Media

Appeal

a. To whom - specific vs. general audiences, and for what purposes?
b. In what manner? Covers, headlines, pictures, tone of voice.

Extent of Coverage

a. Are quality and quantity of news coverage compatible?
b. Which is best, survey or depth reporting? And under what circumstances?

Timeliness

a. How soon should news be released? How often? At what times?
b. Can repeated presentations of the same news be justified?

Permanence

a. Is yesterday's news really obsolete with each new dawn?
b. Is the daily record worth preserving? Why or why not?

Proximity
a. Of what significance is "local" news?
b. How much "foreign" news can we mentally digest?

Clarity
a. Are clarity and brevity compatible characteristics in news stories?
b. Can the essence of the news be presented in 750 words or 180 seconds?

Power to Stimulate
a. Are stimulation and sensationalism synonymous?
b. Is sensationalism primarily in the beholder's mind?
c. Can stimulation eventually frustrate and/or stupify?

Phase III: Comparing Mass Media -- Form and Substance

Printed Media
a. Books
   1. Do paperbacks really differ from hard-bound volumes?
   2. Contemporary books vs. the "classics": Need for both?

b. Newspapers
   1. Local, regional, national dailies and/or weeklies: How do they differ?
   2. Is one newspaper sufficient in a home, community or region?
   3. What are the advantages and disadvantages of newspaper competition?

c. Magazines
   1. Are magazines and newspapers fundamentally different?
   2. What are the roles of magazines compared to newspapers?
   3. Compare and contrast local, regional and national magazines.

Audio-Visual Media
a. Radio
   1. Who is the "market" for radio programs -- locally and nationally?
   2. What can or should radio stations emphasize?
   3. How can radio stations provide a balanced program?

b. Motion Pictures
   1. Have movies really changed much over the years?
   2. Can great books also be great movies?
   3. Are documentary films as persuasive as commercial productions?

c. Television
   1. By what criteria can we adequately judge the merits of TV?
   2. How can TV best appeal to the wide variances in its audiences?
   3. Of what value is educational TV?
   4. What are ETV's major handicaps?
   5. Is commercial TV educational?

GRADES 11 - 12 SEMESTER ELECTIVE
INDIVIDUALIZED READING

A semester elective for juniors and seniors designed especially for students who lack basic reading skills essential for academic success. Because it is remedial, class membership is limited to fifteen students.

I. General objectives;
   A. To guide and assist each individual student in improving his basic reading skills.
   B. To allow him sufficient time (no matter how long) to read different selections.
   C. To help him gain insights through reading into life, no matter how limited.
   D. To help him write down impressions and/or insights gained from reading.
   E. To help him ENJOY READING!

II. Basic textbooks that may be used:
   (the books used will be determined by the needs of the individuals in the class. Each individual must be treated as an individual, not as in competition with others. Any material that will motivate him to read better should be utilized.)
   A. Optimum Reading Achievement Books I and II
   B. Tactics in Reading, Books I and II
   C. Design for Good Reading, Levels I and II
   D. Scope Magazine
   E. You and Your World (newspaper)
   F. Paperbacks chosen by individual student

III. Use of listening center.
   A. Read aloud in groups using headphones
   B. Tape and replay individual reading assignments through use of headphones.
   C. Listen to pre-recorded tapes and records.

IV. Specific attainments for this course:
   A. Skim for surface details.
   B. Seek contextual and word-form clues to determine meaning.
   C. Relate plot, setting, characters and language to author's purpose.
   D. Recognize elements of style and author's point of view.
   E. Aware of different levels of meanings.
   F. Evaluate choice of language.
   G. Correlate what is read with own frame of reference.
   H. Develop a functional vocabulary in subject matter areas.
   I. Adjust reading rate to fit purpose for reading.
   J. Improve speed and comprehension.

V. Basis of Evaluation
   A. The quality of student-teacher book conferences.
   B. The content of the resume (written work) and personal vocabulary list.
   C. The quality and quantity of books read.
   D. Contribution to general book discussions.
   E. The PROGRESS made in reading and discussing reading.
   F. Class attitude.

OUTLINE FOR SEMESTER

1. Student completes a questionnaire to give some indication of his current reading habits and reading level.

2. During the first two weeks, the teacher will have a conference with each student to assist him in formulating a reading plan for the semester.

3. While reading, a student will compile for each book, a list of at least five new vocabulary words. He will record the title of the book where the words are found, copy the sentences the words are used in, underline the word, and record the dictionary definition of that word in its context. He will then use each word in an original sentence of his own. These vocabulary words are to be recorded on a separate sheet from the later resume. Extra credit may be received for ten or more words for a book.

4. After he completes a book, the student writes a resume of the book. The written entry serves two purposes: (1) to strengthen the oral discussion in the conference; (2) to provide a means of evaluating the student on those books over which he does not have a conference.

5. The student will sign up three to five days in advance to discuss a book in an individual teacher-student conference. It is doubtful that all books the students read will be discussed in a conference.

6. A student must bring completed resume and vocabulary list to the conference.

7. The student will keep a record of his reading on his specific card in the index file.

8. A student may choose one or more of the following optional activities for extra credit:
   (a) Interpret in some art form a book he particularly enjoyed.
   (b) Form panel discussions with other students based on some common element in the reading.
   (c) Complete a reading or writing project as an outgrowth of a particular interest.

9. The student will occasionally participate in general book discussions.

DIRECTIONS FOR INDIVIDUALIZED READING

I. Choosing and reading a book
   A. Select a book which interests you.
   B. Your teacher and librarian will be glad to assist you.
   C. During the first day or two you will make a tentative reading list for the semester.

II. Developing a Reading Record which includes a vocabulary list and a file of resume of book and record of book reading.
   A. Fill in the reading card for each book started and completed.
   B. Complete a (1) resume of reading, (2) vocabulary list, and (3) mark the book completed on the index card.
   C. The resume will be based on one of the topics for discussion which follows this page. This entry forms the basis of your conference. As you write your paper, support your ideas with examples from your book. Supply direct quotations and page references to back up your answers. Papers should be in ink and neatly done.
   D. Indicate the book title (underlined) and topic at the beginning of each resume.
   E. Vocabulary - Make a list of at least five new vocabulary words for each book you read. These will be listed on a separate sheet. Copy the sentence the word appears in, underline the word, and record the dictionary definition of that word that fits its use in this context. Then use each word in an original sentence. Extra credit may be received for ten or more words per book.

III. Conference
   A. You will have a ten-minute conference with your teacher on many of the books you read. Bring your vocabulary and book resume with you to the conference.
   B. Bring the book with you if you can. You may wish to refer to some passage of the book which particularly impressed you.
   C. You may discuss any aspect of the book you wish. Do some thinking before you come to the conference. During the conference you should plan to take the initiative in discussing your reading.
   D. It is extremely important that you be prepared on the day which you schedule a conference. Changes will rarely be permitted.
   E. Schedule a conference three to five days in advance on the Conference Schedule sheet which will be available in Room 11 at all times.

IV. General book discussions
   A. Occasionally, general large group book discussions will be held.
   B. Your participation will make this an interesting, profitable time for all class members.

V. Basis of evaluation
   A. The quality of student-teacher book conferences.
   B. The content of the reader's resume and personal vocabulary lists.
   C. The quality and quantity of books read.
   D. Contribution to general book discussions.
   E. The progress made in reading and discussing reading.
   F. Class attitude.

TOPICS FOR RESUME AND CONFERENCES

Choose any one of the following eleven topics. Discuss all parts of the topic. Supply direct quotations and page references to back up your answers. This is important.

I. Characters
   A. Which is the most interesting character? Discuss that character keeping the following questions in mind:
      1. What is his chief ambition?
      2. Does he change? If he changes, what brings about the change?
      3. Describe the influence he has on the lives of others.
      4. What is the character's philosophy of life -- his beliefs about man, the world, and human destiny?

II. Setting
   A. What is the mood or atmosphere -- tense, gloomy, carefree, etc.? Give examples.
   B. What incidents in the story could have happened only in this particular setting; what could have happened at any time or place?
   C. How does the author describe the environment? In detail or only by suggestion? Give examples.
   D. How does the environment affect the characters? Do different characters react differently to the same environment? If so, how?
   E. Does the environment change? If so, what is the cause of the change?

III. Plot
   A. What conflicts constitute the main action of the story?
   B. List five or six steps of the main plot.
   C. If there are subplots, what do they concern?
   D. What part of the story constitutes the climax? (Does it involve physical combat or is it more of an internal crisis?)
   E. Is the plot open or closed? (If the plot is open, how do you see the problem as being solved?)

IV. Theme - This is what the author has to say about life. It may or may not be directly stated by the author.
   A. What do you see as the theme of this story? (Copy any lines which seem to state the theme or lead you to understand it.)
   B. What other books have you read on this theme or what might you read?

V. Application to your life
   A. Does the book help you to understand better your own personality, the character of others, or the nature of the world? Explain.
   B. Does the book conflict with your set of values because it presents values and sympathies different from your own? Explain.
   C. (Answer if this applies to your book.)
      Characters in many realistic works use vulgar, obscene language, and scenes in many books describe immorality. Are such scenes used with artistic purpose for realistic characterization or is the author deliberately attempting to attract readers who are unable to discriminate between the realistic and the sensational? Do you believe the book would have more merit if such scenes were less detailed, omitted, or handled more subtly? Explain.

D. Does the book awaken within you a yearning for a different kind of life or does it make you content with your present way of life? Explain.
E. Does the book help you to understand aspects of life previously confusing to you? Explain.

VI. Interracial understandings
A. What races are dealt with in this book?
B. What attitudes toward racial problems are represented?
C. Which characters make the conflict? In what incidents?
D. Who tells the story? What is the author's race? What is his overall attitude regarding the situation he writes about?
E. Which characters (if any) reflect a change in attitude by the end of the book? How do their attitudes change?
F. What was your reaction to the situations presented?

VII. Historical and contemporary events
A. With what historical period does this book deal?
B. What historical or other real characters are presented? Give brief descriptive comments on the main ones.
C. What political or governmental factors (if any) are involved in the book?
D. What customs, superstitions, or beliefs are mentioned?
E. What did you learn of particular interest to you?

VIII. Marriage relations
A. In which characters does the marriage interest center?
B. Select one marriage which succeeds or fails. Trace as closely as you can the steps which lead to the success or failure.
C. At exactly what point in the story do you find the first definite decision or action which sets the pattern leading to the outcome of the marriage?
D. What specific ideas on successful marriage occur to you as you think about this book?

IX. The person who succeeds (fiction or biography)
A. Has the "successful" person achieved a more advantageous position socially or financially? Explain.
B. Has he achieved greater personal satisfaction? What?
C. Has he achieved deeper understanding? Of what?
D. Has he achieved a stronger character? How?
E. List the steps by which he becomes successful.
F. How do you evaluate his kind of success?

X. The person who fails (fiction or biography)
A. What do you think are the causes for this person's failure?
B. Does the author make you feel it was within this person's power to choose differently? Explain.
C. What in your opinion was the person's first mistake? Was the mistake evident in action or in thought or emotion?
D. What effect does the failure have or will it have on others?
E. How could this person have succeeded?

XI. General biography
A. What is your feeling about this person now that you have "met" him? Explain.
B. What were some of the influences on the subject's life? (events and persons)
C. What were the major events in the person's life?
D. Mention the main places the person lived along with the approximate dates.
E. How did this biography come to be written? Did the writer know the person?

READING QUESTIONNAIRE

Name _____

List the last two books you completed and explain what you liked about them.

_____(book)

_____

_____

_____

_____(book)

_____

_____

_____

Generally, what type of book do you like to read?

_____

Why do you especially like this type?

_____

What do you expect from this class? (In other words, why did you elect to take it?)

_____

_____

What suggestions to you have for things you wish covered in this class?

_____

_____

Do you personally wish to work on your reading speed during this class?

_____

INDIVIDUALIZED READING

A STUDENT'S TENTATIVE READING PROGRAM FOR THE SEMESTER

Name _____

Period _____

BOOK TITLE	AUTHOR
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13	
14.	

CLASSIFICATION OF READING DIFFICULTIES

A. Faulty word identification and recognition
   1) Failure to associate meaning with printed symbols
   2) Failure to use context and other meaning clues
   3) Ineffective visual analysis of words
   4) Limited knowledge of word parts: visual, structural and phonetic elements
   5) Lack of ability to synthesize: visual synthesis and auditory blending
   6) Difficulties associated with overanalysis: the overanalytical reader
      a) Analyzing known words
      b) Breaking words into many parts
      c) Using letter-by-letter or spelling attack
   7) Insufficient sight vocabulary
   8) Excessive location errors
      a) Initial errors
      b) Middle errors
      c) Ending errors

B. Inappropriate directional habits
   1) Orientational confusions with words; inappropriate perception habits
   2) Transpositions among words; reversals
   3) Faulty eye movements

C. Poor oral reading
   1) Inappropriate eye-voice span
   2) Lack of phrasing ability
   3) Inadequate rate and timing
   4) Emotionally tense oral reader

D. Deficiencies in basic comprehension abilities
   1) Limited meaning vocabulary
   2) Inability to read by thought units
   3) Insufficient sentence sense
   4) Lack of sense of paragraph organization
   5) Failure to appreciate author's organization

E. Deficiencies in basic study skills
   1) Inability to use aids in locating material to be read
   2) Lack of efficiency in using basic reference material
   3) Inadequacies in using maps, graphs, tables and other visual materials
   4) Limitations in techniques of organizing materials read

F. Limitations in special comprehension abilities
   1) Inability to isolate and retain factual information
   2) Poor reading to organize
   3) Ineffective reading to evaluate
   4) Insufficient ability to interpret in reading
   5) Limited proficiency in reading to appreciate

G. Deficiencies in ability to adapt to needs of content fields
   1) Inappropriate application of comprehension abilities
   2) Limited knowledge of specialized vocabulary
   3) Insufficient concept development
   4) Poor knowledge of symbols and abbreviations
   5) Insufficient ability in the use of pictorial and tabular materials
   6) Difficulty with organization
   7) Inability to adjust rate to suitable purposes and materials

H. Deficiencies in rate of comprehension
   1) Inability to adjust rate
   2) Insufficient vocabulary knowledge and comprehension
   3) Ineffectiveness in word recognition
   4) Being an overanalytical reader
   5) Insufficient use to context clues
   6) Lack of phrasing
   7) Using crutches
   8) Unnecessary vocalization
   9) Insufficient sight vocabulary
   10) Inappropriate purposes

I. Miscellaneous difficulties
   1) Omissions, additions, substitutions and repetitions
   2) Difficulties with long words
   3) Slowness in word recognition
   4) Poor or inadequate attention; anxiety distractions poor motivation
   5) The habit of inaccurate reading

GRADES 11-12 SEMESTER ELECTIVE
BASIC GRAMMAR AND COMPOSITION

This course is designed for those who lack basic skills essential for academic success in the field of English. Because it is remedial, class membership is limited to fifteen students.

I. Objectives
   A. To teach students to recognize, use, and punctuate all the elements of the sentence.
   B. To teach them to use better vocabulary both in speaking and writing.
   C. To help them make a practical application of rules of grammar and usage.

II. Materials used:
   A. Basic worktexts Language Book I and English Composition (Warp Publishing Co)
   B. Guide to Modern English texts
      All grade levels are available for use.
      There are parts of the Guide to Modern English texts which should be stressed. (Grade level of text is unimportant) The units on usage, spelling, capitalization, punctuation, and vocabulary should be stressed.
   C. This course should be a practical course designed to teach fundamentals; use any materials which will help accomplish this goal.

III. Emphasis areas
   A. Writing fundamentals
      1. Writing, revising and rewriting should be encouraged
      2. Compositions should be short and assignments should be specific
      3. A portion of EACH day's class time should be devoted to some type of writing--even if only a few sentences.
   B. Convention
      1. Usage--Use all units availabe from Guide to Modern English
      2. Punctuation--Use worktexts, worksheets, and texts
      3. Spelling--Individualized spelling lists should be used
         (All words misspelled on compositions or other written work should be added to the lists. Teacher should keep a copy of all lists for testing purposes)
      4. Proofreading--short regular assignments should be given regularly in this area.
   C. Structure--this area should be included in the course but only a small part of class time should be spent on it.
      1. Forms of English
         a. Nouns
         b. Verbs
         c. Adjectives
         d. Adverbs
      2. Syntax of English
         a. The sentence
         b. Form and function
         c. Parallel structure

GRADES 11-12 SEMESTER ELECTIVE
SPEECH I (Speech I is a pre-requisite for Speech II)

I. Objectives
   A. Improve skill in oral communications.
   B. Improve listening and thinking ability.
   C. Improve aesthetic appreciation.
   D. Develop personality.
   E. Improve understanding of the social role of speech and dramatics.

II. Materials
   A. Textbook - American Speech
   B. Library books, magazines, newspapers, radio, television, movies and conversation.
   C. Experiences

III. Unit Outlines
   A. Conversation
   B. Telephoning
      Student reports illustrate.
   C. Group discussion
      Student defines and leads.
   D. Single leader discussion
      Student participation and leadership.
   E. Debate forum.
      Outlining and experience.
   F. Interviewing.
      Skits on Do's and Don'ts.
   G. Symposium
   H. Talking with the body.
      Lecture and student report.
   I. Pantomime
      Students do pantomimes alone and with a mate.
   J. Demonstrations
      Lecture and each student gives a demonstration.
      Judge and criticise.
   K. Voice and diction
   L. Oral interpretation of literature
      Sorting out appropriate literature, interpreting the meaning and conveying thought to the audience.
   M. Story-telling
      Selection, preparation and timing.
   N. Choral Reading
      Directing a choir of readers so that they might have a sense of accomplishment. Select, direct, and emphasize.
   O. Speeches to entertain (After Dinner Speeches)
      Aids in constructing the speech. Tape each speech so students can know their errors.
   P. Speeches to inform.
   Q. Speeches to stimulate.
   R. Speeches to convince.
   S. Speeches to introduce.

GRADES 11-12 SEMESTER ELECTIVE
SPEECH II (Pre-requisite for Speech II is Speech I.)

I. Objectives
   A. Develop ability to carry on a convincing argument with one or more persons.
   B. Develop ability to carry on an effective discussion - including moderating one.
   C. Develop ability to enact a part or interpret a selection plausibly.
   D. Develop ability to draw comparisons both in content and delivery between speeches given by representative speakers.
   E. Develop ability to give either a pro or con persuasive speech.
   F. Develop basic acting abilities.

II. Materials used:
   A. Textbook - American Speech has been thoroughly covered in Speech I so no formal text is used for Speech II.
   B. Library books, magazines, newspapers, radio, television, movies.

III. Emphasis areas:
   A. Speeches
      1. Organization
         a. Various types - suited to purpose of speech.
         b. Logical development.
         c. Unusual, audience appealing organization.
      2. Types of speeches
         a. The lecture
         b. The persuasive speech
         c. The inspirational speech
      3. Evaluations
         a. Examination of representative speeches with emphasis on organization, content, style, and so on.
         b. Study of delivery of outstanding current speakers.
      4. Delivery
         a. Effective manuscript reading
         b. Audience adaptation
   B. Discussion
      1. Kinds of groups and structure
         a. Groups - type most effective in various situations
         b. Group form most effective relating to a particular topic or purpose
      2. Study of existing groups
         a. Structure
         b. Actual discussion of contemporary issue
   C. Drama
      1. Fundamentals of acting
      2. Study various plays from different ages - contrasting the form.
      3. Short acting performances - scenes
      4. Credit in extra-curricular speech work (i.e. one act plays, class plays, play reading) could be given.

D. Debate
   1. Study the fundamentals of argument.
   2. Understand the effectiveness and validity of evidence.
   3. Emphasis on organization.
   4. Library research technique.
   5. Classroom debates - participate and evaluate.

E. Oral interpretation
   1. Audience contact
   2. Voice quality
   3. Ability to interpret author intent.

Speaker's Inventory

Name_____

1. Did the speech show preparation? Did it have a purpose?	1 2 3 4
2. Did the speaker establish a friendly relationship with the audience?	1 2 3 4
3. Did the speaker show poise and confidence?	1 2 3 4
4. Did the speaker rotate his attention equally and evenly?	1 2 3 4
5. Was the speaker enthusiastic?	1 2 3 4
6. Did the speech accomplish its purpose?	1 2 3 4
7. Did the speech hold your attention?	1 2 3 4
8. Did the facial expression and bodily action support the spoken word?	1 2 3 4
9. Did the speaker use adequate voice?	1 2 3 4

1. Scale for evaluation:
   1 - poor
   2 - fair
   3 - good
   4 - excellent

2. Additional comments:

INTERPRETATION EVALUATION BLANK

SPEAKER'S NAME _____

NAME OF SELECTION _____

AUTHOR _____

	7	6	5	4	3	2	1	
Ability to convey logical meaning								
Ability to interpret emotional content								
Phrasing, use of pauses, transition of thoughts								
Ability to suggest character without undue impersonation when needed - to avoid when inappropriate								
Pronunciation, articulation, enunciation								
Voice control								
Physical support of interpretation, proper poise, appropriate action, proper degree or restraint								
Ability to communicate in a manner appropriate to the selection								

Total Points _____

Reader's grade _____

Suggestions for improvement:

CRITIC _____

SPEECH APPRAISAL

The student listener should conscientiously complete this form and hand it to the instructor to study before he gives it to the speaker.

SPEAKER _____ SUBJECT _____

DATE _____ SPEAKING TIME _____

	1 Poor	2 Very weak	3 Weak	4 Fair	5 Adequate	6 Good	7 Very good	8 Excellent	9 Superior	Write comments
1. Introduction										
2. Clarity of purpose										
3. Choice of words										
4. Bodily action - gestures posture										
5. Eye contact and facial expression										
6. Vocal expression										
7. Desire to be understood										
8. Poise & self control										
9. Adapting material to audience										
10. Organization of material										
11. Conclusion										

Literary Terms to be Taught in Literature Classes

Abstract & concrete terms
Allegory
Alliteration
Allusion
Ambiguity
Analogy
Anecdote
Antagonist
Anticlimax
Antithesis
Aphorism
Argumentation
Atmosphere
Ballad
Blank Verse
Character foil
Characterization
Cliche
Climax
Colloquial speech
Comparison & contrast
Conflict
Connotation
Context
Denotation
Denovement
Description
Dialect
Dialogue
Diction
Dramatic poetry
Elegy
Empathy
Emphasis
Epic
Episode
Essay
Euphemism
Exposition
Fable
Fantasy
Figurative language
Flashback
Foot (in poetry)
Foreshadowing
Form & content
Frame Story
Haiku
Hyperbole
Idiom
Imagery
Immediacy
Irony
Jargon
Legend
Local color
Lyric
Malapropism
Melodrama
Memoir
Metaphor
Meter
Mood
Motivation
Myth
Narrative
Narrator
Onomatopoeia
Paradox
Parallelism
Paraphrase
Pathos
Personification
Plot
Point of view
Protagonist
Realism
Rising action
Romanticism
Rhyme
Rhythm
Satire
Sentiment & sentimentality
Setting
Simile
Soliloquy
Sonnet
Stanza
Stereotype
(stock character)
Stream of consciousness
Style
Subjectivity
Suspense
Symbol
Theme
Tone
Understatement
Unity
Vignette

CORRECTION SYMBOLS AND REVISION

ab Abbreviation. It is not proper to abbreviate, or else the form that you used is wrong. Consult a dictionary.

agr Agreement. Either the verb and its subject do not agree, or a pronoun and its antecedent.

awk The sentence is awkward or clumsy. Rewrite it.

cap Capital letter.

cf Comma fault. You have joined two sentences incorrectly with a comma. Change it.

dang Dangling verbal. The verbal phrase does not tie up to another word in the sentence.

frag Fragment of a sentence. You have placed a period after a group of words that do not make a sentence. Either add words or attach it to the next sentence.

gram Grammar. You have made an error in usage.

lc Lower case. Do not use a capital letter.

mm Misplaced modifier. Insert it as close as possible to the word it modifies.

ms Manuscript form. You have not followed the required form. Check the rules.

nc Not clear (ambigrous). Your meaning is not clear. Rewrite the passage to say exactly what you mean.

np No punctuation at this spot.

nop No paragraph. Join these sentences to the preceding paragraph.

¶ Paragraph. Begin a new paragraph at this point.

om Omission. You have left out words that are needed for clarity or style. Often the word that is needed to introduce a dependent clause.

p Punctuation. Either you have made an error in the mark that you used, or you need some mark at that point.

ref Reference. The antecedent of the word is not clear, or there is no antecedent to which it refers.

rep Repetition. You have repeated a word too often, or you have repeated something unnecessarily that you had already said.

ro Run-on. You have included too much in your sentence and have not punctuated it properly to include that many ideas.

sh Shift. You have shifted point of view, tense, person, mood, or number.

sp Spelling. Misspelled word. Consult a dictionary.

t Tense. You have used the wrong tense form.

wd Word. You have confused homonyms, or the word does not fit the meaning, or it is inappropriate, or it is slang.

you Wrong person; use either first or third.

SUGGESTED PRECOLLEGE READING LIST

(National Council of Teachers of English)

Shakespeare-Plays

Julius Caesar

Hamlet

King Lear

Macbeth

Romeo and Juliet

(Anthony and Cleopatra)

(The Comedy of Errors)

(Coriolanus)

(The Taming of the Shrew)

(Troilus and Cressida)

British Poets

W. H. Auden

William Blake

Robert Browning

Robert Burns

Lord Byron

Geoffery Chaucer

Samuel T. Coleridge

Thomas Hardy

Robert Herrick

Gerard M. Hopkins

A. E. Housman

John Keats

John Milton

William Shakespeare-Sonnets

Percy B. Shelley

Alfred Lord Tennyson

Dylan Thomas

William Wordsworth

William Butler Yeats

American Poets

E. E. Cummings

James Dickey

Emily Dickinson

T. S. Eliot

Robert Frost

Allen Ginsberg

Langston Hughes

Robert Lowell

Marianne Moore

Edgar Allan Poe

Ezra Pound

Edwin Arlington Robinson

Theodore Roethke

Carl Sandburg

Walt Whitman

Richard Wilbur

William Carlos Williams

Prose, Non-Shakespearean Drama, Etc.

Suggested, above all others in this section, The Bible-at least a substantial portion of it-and Homer's Odyssey.

Jane Austen, Emma; Pride and Prejudice

James Baldwin, Go Tell It On The Mountain; (Essays; The Fire Next Time)

Samuel Beckett, Waiting for Gobot

Rlaph Bellamy, Looking Backward

Charlotte Bronte, Jane Eyre

Emily Bronte, Wuthering Heights

Albert Camus, The Stranger

Lewis Carroll, Alice In Wonderland

Rachel Carson, The Sea Around Us; (Silent Spring)

Willa Cather, My Antonia

Cervantes, Don Quixote

Eldridge Cleaver, Soul on Ice

Joseph Conrad, Heart of Darkness; Lord Jim

James Fenimore Cooper, The Pathfinder

Stephen Crane, The Red Badge of Courage

Daniel Defoe, Robinson Crusoe

Charles Dickens, David Copperfield; Great Expectations; Oliver Twist; (Bleak House)

Fyodor Dostoevski, The Brothers Karamazov

George Eliot, Silas Marner; Adam Bede

Ralph Ellison, Invisible Man

Ralph Waldo Emerson, Essays

Euripides, Medea

William Faulkner, The Bear (As I Lay Dying; Light in August, The Sound and the Fury

Henry Fielding, Joseph Andrews

F. Scott Fitzgerald, The Great Gatsby

Benjamin Franklin, Autobiography

William Golding, Lord of the Flies

Graham Greene, The Power and the Glory

Thomas Hardy, The Mayor of Casterbridge; The Return of the Native; Tess of the D'Urbervilles

Nathaniel Hawthorne, The Scarlet Letter

Joseph Heller, Catch-22

Ernest Hemingway, A Farewell to Arms; Short Stories; The Sun Also Rises

Hermann Hesse, Siddhartha

Homer, Iliad

Victor Hugo, Les Miserables

Aldous Huxley, The Brave New World

Henry James, The Turn of the Screw (Daisy Miller; Portrait of a Lady)

James Joyce, A Portrait of the Artist as a Young Man

John Knowles, A Separate Peace

Norman Mailer, The Naked and the Dead

Malcolm X, The Autobiography of Malcolm X

Herman Melville, Billy Budd; (Typee; Moby Dick)

Arthur Miller, Death of a Salesman; (Crucible)

Mythology--Bulfinch's or Hamilton's collection

Eugene O'Neill, Long Day's Journey into Night; (The Hairy Ape)

George Orwell, Animal Farm; Nineteen Eighty-four

Francis Parkman, The Oregon Trail

Alan Paton, Cry, the Beloved Country

Plutarch, Lives (selections)

Edgar Allan Poe, Tales

Ole Edvart Rolvaag, Giants in the Earth

Edmond Rostand, Cyrano de Bergerac

Jerome D. Salinger, Catcher in the Rye

Sir Walter Scott, The Heart of Midlothian

Bernard Shaw, Androcles and the Lion; Pygmalion; Saint Joan

Richard Brinsley Sheridan, The School for Scandal

Upton Sinclair, The Jungle

Sophocles, Antigone; Oedipus Rex

John Steinbeck, The Grapes of Wrath; (Of Mice and Men; The Pearl; The Red Pony)

Jonathan Swift, Gulliver's Travels

Henry David Thoreau, Walden

John Tolkien, The Lord of the Rings

Leo Tolstoy, Resurrection

Mark Twain, Huckleberry Finn; Life on the Mississippi

John Updike, Rabbit, Run

Virgil, Aeneid (especially books 2, 4, 6)

Kurt Vonnegut, Jr., Cat's Cradle; Slaughterhouse-Five

Thornton Wilder, Our Town (The Skin of our Teeth; The Bridge of San Luis Rey)

Tennessee Williams, The Glass Menagerie

Richard Wright, Black Boy; (Native Son)

101 BOOKS
TO READ BEFORE COLLEGE

The following list is the result of a survey taken among a cross section of the state of Ohio's educators on the high school and university level to determine what they considered a representative list of highly recommended books for high school students intending to go to college. Five hundred and ten lists were sent out; there were one hundred and twenty-six replies. The method used in formulating the final list was designed to give the teachers as much freedom as possible. They were given a tentative list of one hundred and fifty books, to which they could add or subtract trying to come as closely as possible to one hundred books. The final list is in alphabetical order by title. The number in parentheses is the number of times (out of 126) the book was recommended.

ADVENTURES OF SHERLOCK HOLMES (94)
by A. Conan Doyle, $3.50
ADVENTURES OF TOM SAWYER (97)
by Mark Twain, $3.75
AENEID (105)
by Vergil, $3.50
ALICE IN WONDERLAND (103)
by Lewis Carroll, $1.95
ALL QUIET ON THE WESTERN FRONT (97)
by Erich Marie Remarque, $4.50
THE AMBASSADORS (88)
by Henry James, $4.50
ANDROCLES AND THE LION (91)
by George Bernard Shaw, $4.00
ANIMAL FARM (104)
by George Orwell, $2.95
ANTIGONE (101)
by Sophocles, $1.75
AROUND THE WORLD IN EIGHTY DAYS (89)
by Jules Verne, $3.75
AUTOBIOGRAPHY (105)
by Benjamin Franklin $1.95
BABBITT (99)
by Sinclair Lewis, $2.50
BRAVE NEW WORLD (93)
by Aldous Huxley, $3.50
THE BRIDGE OF SAN LUIS REY (102)
by Thornton Wilder, $1.50
THE CALL OF THE WILD (96)
by Jack London, $3.50
CANTERBURY TALES (106)
by Chaucer, $3.95
CONFESSIONS (94)
by Saint Augustine, $3.50
CONQUEST OF SPACE (90)
by William Ley, $5.75
CRIME AND PUNISHMENT (103)=
by Fyodor Dostoevsky, $3.75
CRY, THE BELOVED COUNTRY (101)
by Alan Paton, $3.95
CYRANO DE BERGERAC (109)
by Edmond Rostand, $3.95
DAVID COPPERFIELD (106)
by Charles Dickens, $3.75
DEATH COMES FOR THE ARCHBISHOP (101)
by Willa Cather, $3.95
DEATH OF A SALESMAN (98)
by Arthur Miller, $3.00
DIALOGUES (90)
by Plato, $3.5
DIARY OF A YOUNG GIRL (102)
by Anne Frank, $1.95
THE DIVINE COMEDY (92)
by Dante, $7.00
DOCTOR ZHIVAGO (90)
by Boris Pasternak, $5.00
DON QUIXOTE (109)
by Miguel de Cervantes, $4.50
THE EDUCATION OF HENRY ADAMS (87)
by Henry Adams, $2.45
EMPEROR JONES (102)
by Eugene O'Neill, $2.45
ESSAYS (107)
by Ralph Waldo Emerson, $5.00
FATHERS AND SONS (98)
by Ivan Turgenev, $1.95
FEDERALIST PAPERS (88) $1.95
by Alexander Hamilton and others
GREAT EXPECTATIONS (102)
by Charles Dickens, $3.75
THE GREAT GATSBY (98)
by F. Scott Fitzgerald, $3.50
GREEN MANSIONS (90)
by W. H. Hudson, $3.75
GREEN PASTURES (93)
by Marc Connelly, $3.00
GULLIVER'S TRAVELS (110)
by Jonathan Swift, $3.75
HAMLET (10)
by William Shakespeare, $4.50

HIROSHIMA (99)
by John Hersey, $3.00
THE HOUSE OF SEVEN GABLES (95)
by Nathaniel Hawthorne, $3.75
HUCKLEBERRY FINN (110)
by Mark Twain, $2.75
THE ILIAD (108)
by Homer, $3.95
INTRUDER IN THE DUST (92)
by William Faulkner, $3.95
IVANHOE (108)
by Walter Scott, $3.75
JANE EYRE (100)
by Charlotte Bronte, $3.75
JUNGLE BOOKS (89)
by Rudyard Kipling, $5.95
KING ARTHUR AND HIS NOBLE KNIGHTS (93)
by Thomas Malory, $3.75
KON-TIKI (90)
by Thor Heyerdahl, $5.95
KRISTIN LAVRANSDATTER (89)
by Sigrid Undset, $6.50
THE LAST OF THE MOHICANS (96)
by James Fenimore Cooper, $3.75
THE LATE GEORGE APLEY (92)
by John Phillips Marquand, $5.00
THE LIFE OF SAMUEL JOHNSON (97)
by James Boswell, $2.95
LIFE ON THE MISSISSIPPI (96)
by Mark Twain, $4.50
LINCOLN: The prairie years & War years (101) by Carl Sandburg, $7.50
LIVES (97)
by Plutarch $2.95
LORD JIM (107)
by Joseph Conrad, $3.75
MAIN STREET (104)0
by Sinclair Lewis, $2.50
THE MAYOR OF CASTERBRIDGE (90)
by Thomas Hardy. $1.95
MOBY DICK (110
by Herman Melville, $4.50
MUTINY ON THE BOUNTY (99)
by Charles Nordhoff and James Norman Hall, $4.95
MY ANTONIA (96)
by Willa Cather, $5.00
MYTHOLOGY (97)
by Thomas Bullfinch, $2.95
NAPOLEON (88)
by Emil Ludwig, $4.50
NINETEEN EIGHTY-FOUR (95)
by George Orwell, $4.75

(90)

OREGON TRAIL (97)
by Francis Parkman, $2.95
OUR TOWN (103)
by Thornton Wilder, $4.95
A PASSAGE TO INDIA (91)
by E. M. Forster, $2.50
PILGRIM'S PROGRESS (101)
by John Bunyan, $2.95 (89)
PORTRAIT OF THE ARTIST AS A YOUNG MAN
by James Joyce, $3.50
THE POWER AND THE GLORY (97)
by Graham Greene, $3.75
PRIDE AND PREJUDICE (108)
by Jane Austen, $3.75
PYGMALION (112)
by George Bernard Shaw, $4.00
QUO VADIS (89)
by Henryk Sienkiewicz, $3.75
THE RED BADGE OF COURAGE (108)
by Stephen Crane, $3.75
THE REPUBLIC (95)
by Plato, $1.95
THE RETURN OF THE NATIVE (98)
by Thomas Hardy, $3.75
THE RIVALS (101)
by Richard Brinsley Sheridan, $2.00
ROBINSON CRUSOE (110)
by Daniel efoe, $3.75
THE SCARLET LETTER (110)
by Nathaniel Hawthorne, $3.75
SCREWTAPE LETTERS (95)
by C. S. Lewis, $3.50
SHE STOOPS TO CONQUER (107)
by Oliver Goldsmith, $1.15
SILAS MARNER (100)
by George Eliot, $3.75
THE SILENT WORLD (90)
by Jacques Cousteau, $5.50
SIX WINGS: Men of Science in the Renaissance by George Sarton $6.75
TALE OF TWO CITIES (106)
by Charles Dickens, $3.75
TALES (109)
by Edgar Allen Poe, $3.75
TREASURE ISLAND (101)
by Robert Louis Stevenson, $3.75
THE TURN OF THE SCREW (95)
by Henry James, $1.95
TWO YEARS BEFORE THE MAST (99)
by Richard Henry Donna, $3.75
THE UNIVERSE AND DOCTOR EINSTEIN (90)
by Lincoln Barnett, $3.50
VANITY FAIR (106)
by William Thackeray, $3.75

NORTHWEST PASSAGE (92)
by Kenneth Roberts, $4.95

THE ODYSSEY (110)
by Homer, $3.75

THE OLD MAN AND THE SEA (106)
by Ernest Hemingway, $3.50

OLIVER TWIST (98)
by Charles Dickens, $3.75

WALDEN (207)
by Henry David Thoreau, $3.75

WAR AND PEACE (106)
by Leo Tolstoy, $3.50

THE WAY OF ALL FLESH (92)
by Samuel Butler, $3.75

WUTHERING HEIGHTS (111)
by Emily Bronte, $3.75